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ABSTRACT

This program manual is a distillation of a 5-year, 10-site national experience in the development of a 7-step model for increasing the enrollment of women and girls in education and training that is nontraditional for their sex. It is intended to extend the impact of the Educational Equity Options Project by making the process accessible to educational institutions, state sex equity coordinators, women's and youth advocates, and community leaders. The document consists of five chapters. Chapter 1 discusses the need for equitable educational options. Chapter 2 provides an overview of the Educational Equity Options Project process. (The seven-step process is as follows: build the team, assess the institution, identify the barriers, select strategies, develop a plan, implement the plan, and evaluate.) Chapter 3 is a step-by-step guide to implementing the project, with information on how to accomplish each step, what problems to anticipate along the way, and what strategies to use to prevent or overcome the problems. Each step includes a section of supplemental materials such as worksheets and handouts. Chapter 4 provides the Sex Equity Awareness training module for conducting the orientation and planning meeting for the project team. Additionally, possible project activities (recruitment, preenrollment, classrooms, linkages with the community, support services, and environment) are described. Chapter 5 is a resource bibliography that lists 23 videos for secondary and postsecondary students, 7 videos for middle and secondary school students, 3 videos for disabled students (closed captioned), 10 videos for teachers/counselors, 2 videos for parents, 31 books, 9 series of posters, and 23 educational equity organizations and resource centers. (CML)

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STEP BY STEP

The Educational Equity Options Project
A Program Manual

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STEP BY STEP

Educational Equity Options Project

Written by Judy A. Beck

A seven-step process for increasing the enrollment
of women and girls in nontraditional programs

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Wider Opportunities for Women, Inc.
1325 G Street, N.W. (LL)
Washington, DC 20005

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ABOUT WIDER OPPORTUNITIES FOR WOMEN, INC.

Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, D.C. to achieve economic independence and equality of opportunity for women and girls. For 25 years, WOW has been at the forefront of women's employment issues.

What began as a local Washington effort to help women help themselves has become a multi-faceted women's employment organization, recognized nationally for its model training and job placement programs for women. While it continues to provide training to individual women in Washington, D.C., WOW also leads a national network of 400 independent women's employment programs and advocates in 48 states. Each year, WOW's network serves more than a quarter of a million women seeking employment information, counseling, training and jobs. With its unique perspective as a job trainer and policy monitor, WOW is a respected advocate for the needs and rights of women workers.

ABOUT THE EDUCATIONAL EQUITY OPTIONS PROJECT

In 1984, WOW received a grant from the United States Department of Education through the Women's Educational Equity Act (WEEA) Program. With this support, WOW field-tested its "Models for Institutional Change Project," a seven-step process for developing institution-wide plans for overcoming barriers to women's and girl's participation in nontraditional vocational education programs. These original project sites included both secondary and post-secondary schools:

Edison Career Center, Wheaton, Maryland
Kinston City Schools, Kinston, North Carolina
San Leandro Unified School District, San Leandro, California
St. Philip's College, San Antonio, Texas
Emily Griffith Opportunity School, Denver, Colorado
Northeast Wisconsin Technical Institute, Green Bay, Wisconsin

During 1986-88, WOW worked with the Erie 1 Board of Cooperative Educational Services in Lancaster, New York to implement the model throughout its three secondary school occupational centers. This experience provided valuable information for refinement of the seven-step process.

With support from the Levi Strauss Foundation in 1987-89, WOW brought what has become the "Educational Equity Options Project" to:

Metropolitan Vocational-Technical Education Center, Little Rock, Arkansas

Sandia High School, Albuquerque, New Mexico
El Paso Community College, El Paso, Texas

This Educational Equity Options Project manual, funded by a grant from the R.J.R. Nabisco Company, is a distillation of the five-year, ten-site national experience WOW has had in the development of the seven-step model. By making the EEOP process accessible to a greater number of educational institutions, state sex equity coordinators, women's and youth advocates and community leaders, the Project's impact can be extended and the work of sex equity can be strengthened and multiplied.

For more information about the Educational Equity Options Project contact:

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I. INTRODUCTION: WHY DO WE NEED EQUITABLE EDUCATIONAL OPTIONS?

Caroline sat at the far end of the conference table and softly told her story. Her husband had left her and she had six children to support. The youngest, a baby, had heart problems. "When I saw my baby struggling in the hospital to breathe, to live," Caroline explained, "I decided I had to fight just as hard to make something of my life."

Both her brother and husband had worked on cars--and she had hung around to help. Caroline already knew something about engines, about getting dirty and about the good pay you can get for that work.

But at the adult vocational program, the counselor didn't believe she was serious about auto mechanics--Caroline had to convince her. In class, the instructor didn't believe Caroline could do the work--she had to convince him. Every day, the guys in the school shop didn't believe she belonged there--she had to convince them. Now she was looking for a job, and the garage and gas station owners didn't believe they could hire her. Caroline was getting tired of convincing people that she was serious, capable and had a right to be there.

* * * * *

Caroline's experience is a perfect illustration of the inner resolve and strength of conviction that most women must have to enter nontraditional training and employment. Rather than helping a woman to explore and pursue her choice of occupation, many of our educational, training and employment institutions put barriers in her path.

This situation is as true for girls in high school as it is for adult women. Whether she is interested in attending the computer-assisted drafting course in her occupational center or local community college, or wants to pursue higher mathematics at her comprehensive high school, a female will face significant obstacles from various sources.

In fact, without an extraordinary personal will to succeed, the vast majority of women and girls take the path of least resistance. They select options which lead them to spend their lives in lesser paying, traditionally female-dominated jobs.

* * * * *

"What do you want to be when you grow up?" is a question that many spend a good part of their lifetimes trying to answer. So many factors can influence our decisions: How old are we? What kind of work do our parents do? What are we interested in?

What are our responsibilities? What are our friends going to do? What do we think we are expected to do?

Research has shown that the greatest influence on anyone's career decisions is that of the mother. However, the institution that exerts an equally strong influence, from early childhood through at least age 16, is the school. The messages we receive through the educational system, and the opportunities we have within that system, can shape lifetime work decisions.

Occupational Segregation in the Work Force*

Women are projected to be two of every three new entrants to the labor force over the next decade. By the year 2000, 80 percent of all women ages 25-54 will be in the work force. The choices that female students make today in our schools and training programs will have a significant impact on their economic self-sufficiency throughout their lives.

Women workers currently make up 45 percent of the U.S. labor force. However, there is an arbitrary division of the work force into jobs predominately held by men and those predominately held by women. More than three-quarters of women workers are employed in traditionally female-dominated, nonprofessional occupations--clerical, sales, service, factory or plant jobs. Labor statistics show that 98 percent of all secretaries, 97 percent of all child care workers, 95 percent of all registered nurses, 92 percent of all bookkeepers, 91 percent of all sewing machine operators, and 85 percent of all restaurant servers are women.

In fact, only 11 percent of all women workers are in nontraditional occupations (those in which 75 percent or more of the workers are men). Women are still only 12.6 percent of all architects, 6.9 percent of all engineers, 11.7 percent of all telephone installers, 9.3 percent of electrical and electronic equipment repairers, 8.5 percent of all skilled crafts workers, 2 percent of all construction workers, 14.2 percent of all protective service personnel, and 19.5 percent of all physicians.

The wage differential between female-dominated and male-dominated occupations is significant. A recent study by the Chicago-based Women Employed Institute found:

> "In every occupational category, jobs held mostly by women workers generally pay less than jobs held mostly by men. In occupations which are female-dominated, median weekly salaries ange from a low of $92 for child care workers in private households to a high of $480 for registered nurses.

---

*Statistics taken from the Bureau of Labor Statistics.

In occupations which are male-dominated, median weekly salaries range from a low of $291 for garbage collectors to a high of $803 for marketing, advertising and public relations managers."

Women of color, who are 20 percent of all women workers, earn 12-17 percent less than white women in the labor force. Half of all black and Hispanic women workers were in clerical and service occupations in 1987. Additionally, unemployment rates are higher for women of color, and they are much more likely to be heading families living in poverty.

Women entering the labor force need to have the education, training and skills to break out of the cycle of occupational segregation and potential poverty. Five of the 11 occupations projected to create the largest number of new jobs over the next decade are now female-dominated occupations. These jobs will continue to be low-wage, even as the skill requirements to fill those jobs rise.

Women in Vocational Education

The educational system is continuing to train the young women of today to be tomorrow's low-wage workers by limiting their career choices. Throughout the 1980s, enrollment data on the vocational choices of boys and girls, as well as on the selection of college majors by men and women, indicate that occupational segregation by sex will continue well into the twenty-first century.

A study conducted by the Project on Equal Education Rights (PEER) found that females comprise only 13 percent of students in traditionally male-dominated vocational education programs. Typically, females account for over 90 percent of the enrollments in cosmetology, clerical and health occupation classes.

WOW's experience in working with both secondary and post-secondary schools has been that each of them had enrollments which mirrored the occupational segregation found in the current labor force. Overwhelmingly, female students were in the secretarial, cosmetology, food services and health occupation classes. Male students were in the skilled trades and technical classes. Even in computer classes, which showed a more even distribution of male and female students, males were pursuing programming and analysis while females were pursuing word processing.

Why does this situation persist? Barriers faced by female students to entering nontraditional education are myriad and can include those stemming from sources outside of the educational institution, such as peer and parental pressure, the lack of role models in the media, and the lack of information about the consequences of career decisions. These barriers are often reinforced by the institution and are too rarely addressed during the education of women and girls. Many barriers, however, are rooted directly within the educational institution itself. This is evidenced by the fact that most secondary and post-secondary institutions do not:

- provide complete and accurate career information;
- require counselors to discuss nontraditional options;
- establish support systems for nontraditional students;
- require equitable treatment by teachers and administrators of females who select nontraditional options;
- conduct sex equity in-service trainings with staff;
- maintain a strict policy against sexual harassment;
- target recruitment or present special orientation programs for females in nontraditional career programs;
- review and revise course materials to be inclusive of female and male students;
- document and publicize sex equity activities; or
- develop other strategies to overcome specific barriers.

Even when educational institutions do adopt some equity efforts, those activities are limited in their effectiveness because the overall complexity of sex bias, discrimination and the interconnection of barriers to female nontraditional enrollments had not been taken into account. Moreover, WOW has seen excellent programs discontinued because a sympathetic school administrator left the institution and the program itself was not integrated as an ongoing concern of the school as a whole.

Educational Equity Options Project

Vocational educators have too often been isolated within the educational system, to the detriment of the excellent resources the system can offer girls and women. The Educational Equity Project (EEO) is a unique way of breaking that isolation. By involving multiple sectors in a single effort--educators, employers, students, parents and advocates--and fostering interconnection, we can succeed in meeting the greater goal of a more effective school which provides equitable educational programming for its female and male students.

The EEO Project is a seven-step approach to developing and implementing institution-wide plans for overcoming barriers to female participation in nontraditional vocational/occupational education programs. The importance of the EEO Project is that it focuses on making orderly changes to the system and stimulates a creative process so that equity planning and activities can take place, be integrated and be sustained.

For more than a decade, some vocational education institutions, community-based women's employment and training programs, women's centers, YWCAs and community colleges have shown that women and girls can be recruited, trained and placed in a variety of nontraditional careers. Since 1984, the Carl D. Perkins Vocational Education Act's set-aside funds have bolstered efforts by state sex equity coordinators in supporting innovative programs to desegregate vocational education.

Despite this demonstration on the part of advocates, and the availability of successful program models and curricula that capitalize upon the interest of women, most nontraditional programs for females in schools remain pilot or demonstration projects. Such programs have always been vulnerable to cancellation or cut-back; few have been sustained over time.

The problem lies in a lack of system-wide support of such programs by vocational educators, parents, communities and others. There is a reluctance to institutionalize sex equity because it is not understood as beneficial to the institution as a whole. Sometimes the pervasiveness of sex bias is so unrecognized that it can not even be acknowledged as a problem within the institution.

The Educational Equity Options Project takes the next step toward achieving sex equity in educational institutions. Rather than serving individuals in special programs, the EEO Project focuses on changing the institution's policies and practices and identifying the benefits of doing so as a long-term strategy.

How to Use this Manual

This manual has two purposes: (1) to provide a step-by-step process for implementing sex equity activities, and (2) to serve as a catalyst for sex equity activities within an educational institution. Anyone who has an interest in promoting sex equity within schools will find this manual useful for initiating discussion of how such activities can be started, or how existing efforts can be strengthened.

- Read through the manual completely to get a feel for the general scope of the project.

- Identify the key administrative figure who could commit the educational institutional to implementing the project. As is emphasized in Chapter II, without this support, the project will have a very difficult time succeeding.

- Chapter I contains information outlining the need for the EEO Project within educational institutions.

- Chapter II provides a brief outline of the seven-step process and focuses on what is necessary for a school to decide on implementation.

- Chapter III is a how-to guide for the EEO Project. The format of the sections is designed to present each step, methods of implementation and things to anticipate with problem-solving strategies. Each section is followed by supplemental materials which can be copied and used directly, or which serve as samples for adaptation.

- Chapter IV presents a complete sex equity awareness training module and a listing of possible EEO Project activities.

- Chapter V is an extensive resource bibliography. Resource materials produced by Wider Opportunities for Women are listed in The Publications Form included in the back of the manual.

The Educational Equity Options Project's seven-step process has been tested within comprehensive high schools, secondary occupational/vocational education centers, community colleges and adult vocational-technical institutes. The process can be adapted for use within any educational setting, public or private. It can also be initiated at the middle or junior high school level.

The EEOP uses a team approach; however, it may be just one interested person who first brings the project to the attention of those who will have the authority to set it in motion. Whether you are a state sex equity coordinator, teacher, counselor, school principal, parent, advocate, educational administrator--you can act as the change agent to bring the project to the appropriate leadership.

Once the decision is made at the appropriate level within the educational structure to initiate the EEO Project, the Key Leaders should be selected (see Chapter III, Step 1). The manual then becomes their guidebook for successful completion of the EEO Project. Each Key Leader should become familiar with each step of the process and review the supplemental materials.

The Role of the Consultant

It is intended that this manual be useful within any educational institution with the personnel and resources immediately available. However, there are points within the EEO Project where an outside expert or consultant can play a valuable role.

Wider Opportunities for Women has worked with its field sites in the following capacities:

- as a catalyst, to bring together school personnel, advocates and sex equity coordinators to initiate the EEO Project;
- as a trainer, to instruct Key Leader groups on their roles and responsibilities as on-site leadership of the EEO Project;
- as a facilitator, to lead the entire EEO Team through its meeting to implement Steps 3-5;
- as a technical assistance provider, to help identify solutions to problems that arise during EEO Project implementation;
- as an evaluator, to assist Key Leaders in assessing their project's impact and to plan for the future.

To each of these roles, WOW has brought its expertise in sex equity work and its credibility as a national organization, recognized by educational institutions and advocates. WOW staff is available to work with EEO Projects on a contract basis to provide any of these services. It is also possible that Key Leaders can identify community, state or regional equity resources, which can assist the Team in any of these roles.

If you are interested in discussing a partnership with Wider Opportunities for Women as you initiate and implement the EEO Project, contact: EEOP Coordinator, Wider Opportunities for Women, 1325 G Street, N.W. (LL), Washington, DC 20005; (202) 638-3143.

II. OVERVIEW OF THE EDUCATIONAL EQUITY OPTIONS PROJECT PROCESS

Goals

The Educational Equity Options Project is a seven-step approach to increase the number of female students entering and succeeding in nontraditional occupational education. The EEO Project is a long-term strategy; and its goals include:

1. identifying specific barriers to nontraditional enrollments;
2. planning activities to address those barriers;
3. building support within the community at-large consistent with the school/college's efforts; and
4. institutionalizing equity activities so that they become a part of the mainstream of school/college life.

The Seven Steps

Following is a brief description of the EEO Project's seven steps. A full discussion of how to implement each of these steps is contained in Chapter III.

Step 1: Build the Team
A team approach is used to implement the EEO Project. Several Key Leaders are selected to carry the role of primary organizers and motivators. These Leaders then select a Team representing various interested constituencies from both the school/college and the community. This Team provides the overall leadership for planning and implementing the EEO Project.

Step 2: Assess the Institution
The Team must determine the current status of girl's and women's participation in the school/college's occupational training programs in order to identify the barriers which specifically operate. The EEOP model uses two methods to develop this status report: compiling enrollment data and conducting an attitudinal survey.

Step 3: Identify the Barriers
Critical barriers at work within the institution can be identified through analysis of the information collected in Step 2. The Team can then focus on those barriers to address as priorities for change.

Step 4: Select Strategies

The Team should reach consensus in selecting particular strategies for addressing the priority barriers. The EEO Project manual provides many suggestions and resources to assist Team members. It is important to consider a mix of activities, aimed at different aspects of each barrier.

Step 5: Develop Plan

The plan for implementation of selected strategies should outline the goals, objectives, action steps, time lines and resources necessary for addressing each priority barrier. Methods of evaluating each activity should also be included in the development of the plan.

Step 6: Implement Plan

Once the plan of action is developed, Team members divide tasks and responsibilities and agree on lines of accountability for implementation. Members of the Team may assume various roles throughout implementation: interpreting the plan to others; participating in specific activities; ensuring that the plan is completed; contributing needed resources.

Step 7: Evaluate

It is important for the Team to evaluate both long-term and short-term objectives. While long-term enrollment increases will not be attained immediately, methods for tracking that information need to be established. Shorter-term objectives for each planned activity can be evaluated and the question, "What is different now?" can serve as a guide for discussion. Most critically, the plan should be revised and continued as a result of evaluation so that ongoing equity efforts will be sustained.

Should We Implement the EEO Project?

The EEO Project can serve as a catalyst for initiating new or strengthening existing sex equity activities. Any interested person--sex equity coordinator, teacher, counselor, school principal or dean, parent, advocate, educational system administrator--can explore the possibility of initiating the EEO Project in a particular educational setting. By bringing the concept of the EEO Project to the attention of the person or group having the authority to commit the institution to implementation, that initial person is acting as a change agent.

Is the EEO Project needed at your school or college? If you answer **YES** to any of the following questions, you should consider the EEO Project:

1. Does the school have an imbalance of female and male enrollments in vocational classes?

2. Has the school tried special programs without attaining long-term enrollment increases of females in nontraditional classes?

3. Has the school tried special programs without attaining long-term retention of females in nontraditional classes?

4. Has the school acknowledged a need for sex equity activities but not yet initiated any?

5. Has the school not acknowledged a need for sex equity activities and therefore not initiated any?

6. Does the school believe it has a lack of resources to initiate sex equity activities?

7. Would the school like to strengthen its ties in the community?

8. Would the school like to strengthen its ties to feeder institutions?

9. Are there special employment training options for teen and/or single parents with which the school would like to link?

10. Would the school like to strengthen working relationships among its own staff?

11. Is the school experiencing declining enrollments generally?

Once a preliminary determination is made that the Educational Equity Options Project may be appropriate for your educational institution, the next step is securing the necessary administrative commitment.

Administrative Commitment

It is important to establish that there is an interest at the administrative level in addressing sex equity. Without administrative commitment, the Project is unlikely to succeed. Because this is a system-changing approach, it is necessary for institutional policies and/or practices to be altered. No matter how well-intentioned, those without policy authority will at some point find EEO Project plans running into insurmountable barriers if they have not secured approval and support.

What level of administrative support is necessary? The EEO Project has been implemented in a variety of educational institutions: secondary occupational centers, comprehensive high schools, community colleges and post-secondary vocational-technical institutes. Each of these settings operates within its own administrative structure, and these structures are often different from one geographical location to another.

The EEO Project must have the leadership or support of the person or persons who can authorize the allocation of resources (including funds, personnel and time) to the Project. Additionally, it needs the leadership or support of whomever can authorize the implementation of activities and policy changes--or who can effectively present these changes to a higher group, such as a school board.

At the secondary level, the EEO Project will need the backing of the school principal along with her or his involvement as a Key Leader. The principal may also need the approval of the next level of administration within the school district. Each school will need to determine who should be involved with the Project, given the organizational and administrative structure, both formal and informal.

At the post-secondary level, the dean of the department or division in which the Project will be located may act as a Key Leader, with approval of the president. If the institution is part of a regional structure, there may be someone at that level who needs to approve the Project.

To determine who needs to be involved, the following questions may be helpful:

1. Who needs to approve the implementation of the EEO Project at this school?

2. Who will need to authorize personnel to serve on the EEO Project Team, the allocation of funding or other resources, the commencement of activities and the changing of policies?

The administrator who will serve as a Key Leader must bring credibility to the Project and have access to needed resources. There are very few people involved who need to bring a strong commitment to the EEO Project at the outset. Those who act as Key Leaders need to embody that commitment; the ranking administrator who is a Key Leader is most important of all.

WOW has seen EEO Project sites face great difficulty when the administrator Key Leader does not have the authority to approve initiation of activities or policy changes. There have also been problems when an administrator of a higher level than the Key Leader comes to Team meetings and expresses hostility to or disinterest in sex equity issues. A final situation to watch out for is the administrator Key Leader who operates out of "benign neglect"--not opposing but not supporting. This attitude can do great damage to Project plans.

At certain times during the Project, when energy is low, when Team members feel discouraged or when resources seem scarce, it is the administrator who will need to exert leadership and express the institution's investment in the sex equity work being done by the Team. Having a committed person as a Key Leader is critical.

Securing Administrative Commitment

Securing administrative commitment may necessitate not only a presentation of the EEO Project's goals, but also the information presented in Chapter I about the status of women in the work force. Showing the linkage between occupational segregation and higher levels of poverty for women and the status of women and girls in vocational-technical programs within education can be useful when presenting the EEO Project to administrators for support. It may also be helpful to compile similar statistics for your own community or region and school. Having this information available will allow an environmental context to be established for initiating the EEO Project.

Next, review the responses to the 10 questions posed at the beginning of this chapter. For any questions with a YES response, gather the supporting information: enrollment figures of males and females in vocational-technical classes, evaluations of past sex equity activities, documentation of past efforts with community groups, and so on. This information sets the institutional context for initiating the EEO Project.

Following is a list of potential benefits of implementing the EEO Project. Using these as talking points, in conjunction with the other data gathered will help build a case for administrative support of the EEO Project:

1. The EEO Project can help to balance enrollments by gender in male-dominated classes.
2. The EEO Project can help to increase total enrollments in the school.
3. The EEO Project can coordinate existing equity efforts into a comprehensive program.
4. The EEO Project offers a model approach to sex equity which can bring favorable publicity to the school.

5. The EEO Project can qualify for funding under the Carl Perkins Vocational Education Act's set-asides for sex equity and single/parent homemaker programs.

6. The EEO Project can attract community support to the school.

7. The EEO Project is a proven model that has brought results in other institutions.

Why have other sites initiated the Educational Equity Options Project? Basically, schools and colleges which have worked with the EEO Project have all acknowledged the imbalance present between gender enrollments in their vocational and technical classes. However, Key Leaders from Project sites have also expressed additional reasons for wanting to initiate the process:

> High School Principal-- "I wanted to introduce our female students to new opportunities."
>
> Community College Dean--"This was a way of working directly at the department level, instead of locating equity activities only in the college's Women's Center."
>
> State Sex Equity Coordinator--"I was excited by the prospect of working on equity in partnership with people outside of the educational system."
>
> Women's Advocate--"We provide a lot of child care for women in our community and participating in this Project was an opportunity to join forces and help these women with better job training options."

Funding the EEO Project

There is no fixed budget recommended for the EEO Project. As you read through the next chapter on **Implementing the Seven Steps**, you will be able to begin estimating what may be needed for your institution. Much can be accomplished through the EEO Project on a relatively small budget and by pooling funds available for equity work. By drawing on community Team members' resources, you may also secure in-kind or monetary contributions to cover certain costs.

Some general budget categories can be identified:

1. Personnel--staff time in meetings, to gather data, to participate in activities

2. Meetings--supplies and refreshments

3. Documentation--notification of meetings, mailing of minutes, production and distribution of reports

4. Data Collection--compiling enrollment figures, reproduction and tabulation of surveys

5. Activities--expenses associated with implementation of planned equity activities (in-service training, production of materials, curriculum development, etc.)

6. Public Relations--distribution of press releases, publicity of equity activities and successes

7. Consultants--contracts or other expenses associated with consultants, other experts or technical assistance.

An important source of funding for the EEO Project is the Carl Perkins Vocational Education Act. Portions of the Act are specifically designated for sex equity activities and activities that target adult re-entry women or teens as single parents and homemakers. These funds are administered by the state sex equity coordinator. Work with your state's coordinator to determine eligibility and procedure for application.

During 1989-90, the Carl Perkins Vocational Education Act will be reauthorized by the Congress. There will be changes in the law. Consult with your state's department of education to explore current funding options for the EEO Project. (See list of resources in Chapter V, The Resource Bibliography.)

Because the EEO Project encourages partnership between the educational institution and the business community, it is possible that some EEO Project activities will qualify for funding under the 8% Governor's Set-Aside of the Job Training Partnership Act. Contact your local Private Industry Council or the State Job Training Coordinating Council to discuss this source of funding.

Once the institutional plan is in place, specific activities or a series of activities might be funded in a wide variety of ways. Federal funds from the Women's Educational Equity Act, the Fund for the Improvement of Post-Secondary Education or discretionary grants from the U.S. Departments of Labor of Education could be sought to carry out a particular program strategy. In addition, some corporations and foundations have focused their funding efforts on school improvement programs. Interviews with local foundations, corporations or service clubs might generate additional sources of funding.

It is important to remember that the EEO Project is not "just a sex equity project." The changes brought by the Project should be institutionalized, including financial commitment. If the EEOP Team decides that recruitment materials need to be revised to include sex equity messages, use the regular budget for materials to accomplish this activity. Likewise, if a new curriculum module is to be developed to encompass equity awareness and career exploration for students, use the regular budget for curriculum development to accomplish this activity. Not every equity activity will require an entirely new source of funds.

EEO Project Timeline

Implementation of the EEO Project will usually take 12 months from deciding to start the Project to the first evaluation period. However, it is important to keep in mind that this Project is designed to be ongoing. The first 12 months is to establish the EEO Project within the school and community--continuation of the Project should be planned for the future.

The following time line is suggested and can be adjusted to fit the schedule of your school:

Preliminary Decision-Making

- Introduce the idea of the Educational Equity Options Project to appropriate school administrators or other personnel
- Secure the commitment of key administrators
- Identify sources of initial funding

Months 1-3 (Step 1, Build the Team)

- Identify selected persons to be Key Team Leaders
- Train Key Team Leaders in EEO Project Seven Steps
- Key Leaders identify school and community persons to be members of the EEO Project Team and secure commitment

Months 3-5 (Start Up)

- Conduct the institutional assessment activities of compiling enrollment data and administering an attitudinal survey (Step 2, Assess the Institution)
- Hold an orientation session for all Team members that includes sex equity awareness training and the completion of Step 3, Identify Barriers; Step 4, Select Strategies; Step 5, Develop Plan

Months 5-12 (Step 6, Implement Plan)

- Initiate activities developed under the plan

- Hold periodic Team or task group meetings to stay on track and problem-solve difficulties that arise

Month 12 (Step 7, Evaluation)

- Assess the success of activities against shorter-term objectives from the plan

- Identify new barriers to be addressed

- Revise the plan for the coming year and continue equity activities

- Monitor progress toward longer-term goals

III. HOW TO IMPLEMENT THE EEO PROJECT'S SEVEN STEPS

This chapter is a step-by-step guide to implementing the EEO Project. Each section contains information on how to accomplish that step, what problems to anticipate along the way and strategies to prevent or overcome those problems. Following each step is a section of supplemental materials which can be duplicated and used as worksheets, handouts, or which can be adapted and individualized for each site.

Step 1: Build the Team

It is a unique feature of the EEO Project that a team representing various interested constituencies, both inside and outside of the educational institution, carries the leadership for planning and implementing the EEO Project. By involving a diverse group of people, the institution makes its first investment, both internally and in the community, toward the success of the Project.

There are three phases in implementing this step:

1. choosing the Key Team Leaders
2. selecting the other Team members and
3. organizing the Orientation/Awareness Meeting.

The Key Team Leaders will be the primary organizers and motivators, while the other Team members must function as both planners and implementors. These roles must be made clear to all persons participating in the Project.

Key Team Leaders

For the model of a collaborative team really to be effective, the Key Leader group must mesh and work as a smaller team (four to six people) within the larger Team. The most effective Key Leader groups from previous Project sites have been those that already had close working relationships with each other, as well as ties to the community. If this important group does not function well, the entire Project tends to suffer from lack of direction and success depends more upon individual effort than on teamwork.

The Key Leader group should include the **educational administrator** (who coordinates the Key Leader group), a **women's employment and training advocate**, an **employer** and a state or local **sex equity expert**. These Key Leaders have four main areas of responsibility (see the Key Leader Job Description, p. 35):

1. **Process and Logistics**--Key Leaders must be familiar with each step of the EEO Project process and know "what to do when." This smaller group will guide the larger Team through the Project and will ensure coordination of logistics for meetings and other activities. The Key Leaders may delegate tasks to other Team members but Key Leaders are accountable for the overall functioning of the Project. This manual

will serve as a resource guide for that leadership group.

2. **Integrating Efforts**--Because the Key Leaders come from sectors both within and outside of the school system, it is their responsibility to keep the larger Team integrated by sector also. Key Leaders need to model cooperation and lead the Team to function the same way. Sometimes there is a tendency to focus attention on the school and not include as much involvement by those from the community. The community-based Key Leaders are critical to maintaining balance on the Team.

3. **Holding Others Accountable**--The EEOP demands that Team members take responsibility for both planning and implementation. Key Leaders must hold the Team accountable for follow-through on any tasks delegated. This is why it is important to select Key Leaders who have the authority and credibility to ask that others assume certain tasks.

4. **Confronting Biases**--It is necessary for each Key Leader to be accepting and supportive of females entering nontraditional occupations. While we all have been socialized with some bias about gender roles, the Key Leaders must be willing to confront not only their own biases, but to help other Team members confront theirs' as well. Participation by Team members in the EEOP should be a learning experience. Awareness activities about sex equity and sex-role stereotyping are included as part of implementing the EEOP. While Team members will go through these exercises as part of an orientation, it is critical that ongoing work be done. Key Leaders must be willing to hold up the mirror of sex equity and reflect back attitudes and behaviors that contribute to the barriers faced by female students.

Recommended Key Team Leaders

Key Leaders should be selected primarily by the educational administrator who approves the EEO Project and commits the school's resources to its implementation. Above all, the Key Leader group is one which creates change. This is a dynamic group which should be skilled in dealing with organizational change, motivating others and exerting leadership when things seem bogged down.

Following are recommendations for Key Leaders:

Educational Administrator - The institution's primary administrator must be one of the Key Team Leaders. (It is possible that someone designated by the primary administrator can assume the Key Leader role, but that person must have the authority to function as the primary administrator would.) By taking on this role, the administrator sends a message to all others about the importance of the sex equity efforts and the willingness of the institution to commit resources to those efforts. The administrator will also have the authority to approve activities, gather support and draw in others who may be needed. This Key Leader should also act as head of the Key Leader group, ensuring that its efforts are coordinated.

Advocate - A second Key Team Leader should be the executive director or program manager from a women's employment and training program or other advocacy organization serving women and girls such as the YWCA, Displaced Homemakers Program, Girls Clubs or similar group. This is an important linkage because of the expertise in dealing with women's economic and training concerns that such a person will bring to the project. Many of these programs function as advocates and are experienced in challenging systems that foster barriers to females. Some schools already have partnerships with such organizations and will find this enhanced relationship valuable.

Employer - The third Key Leader should be a member of the business/employer sector. Strong linkage to this community is important because of the need for employment opportunities in nontraditional areas once females have received training. A respected member from this sector can bring the sex equity message to others in the employment arena as a peer and can contribute additional resources to the Project.

Sex Equity Expert - The fourth Key Team Leader can be the state sex equity coordinator. This coordinator is specifically designated by the Carl D. Perkins Vocational Education Act as the person responsible within each state for administration of the two set-asides for sex equity and single parent/homemaker programs. The sex equity coordinator can bring information on other model programs, funding possibilities and additional expertise to the Team. In some cases, it may not be feasible for the sex equity coordinator to be an active Key Leader or member of the Team. However, it is important to let the coordinator know that you are implementing this Project and to discuss with her or him the role they could play: advisor, funder, developer of materials or other function. Some states have funded locally based sex equity coordinators and this person could be a Key Leader if the state coordinator is unable to do so.

Initial Steps for Key Leaders to Take

Once the Key Team Leaders are identified, it will be helpful for them to meet and review the goals and steps of the Project, review the job description for a Key Leader and complete and discuss the Key Leadership worksheet (see p.37). This will begin to build a cohesiveness in the group and prepare the way for the first two major tasks of the Key Leaders:

1. inviting other people to join the EEOP Team and

2. organizing the Orientation/Planning Meeting.

Inviting Others to be EEO Project Team Members

Using a team approach to equity is a recognition that the barriers facing females entering nontraditional training are complex and interrelated. The Team should represent various aspects of the educational institution (including parents and students), the business community, the employment/training community and the advocacy community.

The EEOP Team will play two roles, that of planner and implementor (see the EEOP Team Member Job Description, p. 39). During the planning steps of the Project, Team members will be asked to help in assessing the equity profile of the institution, to contribute information about the community and its support of sex equity, to identify the specific barriers operating to inhibit female enrollments and retention in nontraditional classes and to select activities aimed at overcoming those targeted barriers. Team members will primarily be called upon to contribute their interest, creativity and knowledge/experience.

During the implementing steps of the Project, Team members will be asked to take responsibility for seeing that the selected activities are actually accomplished and evaluated. Some Team members may be asked to carry more responsibility than others at particular times. For example, if the Team decides to develop a curriculum module on career exploration, teachers may need to be most intensively involved initially. Employers and advocates may be more involved later in locating female role models for class discussions. Team members will primarily be called upon to contribute their expertise, resources, contacts and time.

When potential Team members have been identified, they should be invited to join the Project. It is important to be clear at the outset about the roles they will play and the time commitment Team members will have to make (see the sample Team Member Confirmation Letter, p. 43).

Recommended Team Members

Key Leaders will definitely want a mix of men and women on the Team. However, in deciding who will be Key Team Leaders and who will be invited to join the EEOP Team, a much more conscious decision must be made to include racial/ethnic and other diversity among the leadership. The Team should be reflective of the school population and of the community at large. If you live in a community which is overwhelmingly white, you will still want to be sensitive to racial diversity as much as possible.

Listed below are possible sources of Educational Equity Options Project Team members. (Key Leaders should use the Building the Equity Team worksheet, p. 41.) You will want a Team no larger than 15-20 people, including the Key Leaders.

- Educational Administrator (Key Leader)
- Women's Employment and Training Advocate (Key Leader)
- Sex Equity Expert (Key Leader)
- Employer (Key Leader)
- Other School/College Administrator
- Home or Feeder School Administrator
- State Department of Education
- State Department of Labor
- Instructor, Nontraditional Field
- Instructor, Traditional Field
- Counselor
- Student Leader
- Re-Entry Student
- Parent
- Equal Opportunity Coordinator
- Bilingual/ESL Administrator
- Private Industry Council
- United Way
- Education Committee of Chamber of Commerce
- Job Service
- Job Corps
- Union
- Bureau of Apprenticeship
- City or County Personnel Department
- Individuals Employed in Nontraditional Jobs
- Minority Advocacy Agency
- Other Women's or Youth Advocacy Agency

If there is a position or person in the community who would be good on the Team, but they are not included in the above list, go ahead and invite them onto the Team. The same is true for persons on the school's staff.

One important thing to remember about Team members: unlike Key Leaders, not all of them have to subscribe 100 percent to females entering nontraditional training. It can be useful to include on the Team several persons who may be ambivalent or even opposed to the idea but whose positions could perpetuate barriers. Since a part of the Team's activities will include having a training session on sex equity awareness, there will be opportunity to introduce reluctant individuals to equity thinking.

Organizing the Orientation/Planning Meeting

Key Leaders should plan for the one and one-half day Orientation/Planning Meeting to take place within two to three months of final selection of Team members. This is an excellent time to begin publicizing the EEO Project's initiation and Key Leaders can capitalize on the interest generated by the formation of the Team.

The first assignment for Team members, to be completed before the Orientation/Planning Meeting is collection of data for Step 2: Assessing the Institution. (See the next section on Step 2 for instructions on distribution of the EEOP Survey Forms by Team members.) These surveys must be submitted to Key Leaders for tabulation and analysis prior to the Orientation/Planning Meeting.

This Orientation/Planning meeting is critical for the EEO Project and every Team member needs to participate. Some people may balk at giving an evening and three-quarters of a day, but that commitment must be secured at the time Team membership is accepted. This will be the most intensive meeting and members will probably not have to contribute such concentrated time again.

It is recommended that the first part of the meeting be held during late afternoon or evening (three to four hours, including refreshments or dinner) and consist of an overview of the EEO Project process and the sex equity awareness activities. This session is designed to familiarize Team members with the total Project and to heighten the individual equity consciousness of team members. By participating in the sex equity awareness activities, Team members also become familiar with the kind of training that may be used later during in-services with teachers and counselors or others.

The next day of the meeting should focus on accomplishing Steps 2-5 of the EEO Project: Assess the Institution, Identify the Barriers, Select Solution Activities and Develop the Plan. (Note: The manual sections which follow outline specific implementation of each of these steps and Key Leaders should refer to them when planning the content of the sessions.)

During this meeting, Key Leaders should establish their leadership of the EEO Project. Often the hardest step for the Teams to take is that one from analysis and brainstorming to actual plan formulation. It is easier to stay with discussing the problems than to commit to a course of action. Key Leaders must take charge of the meeting if it seems to be foundering and move the group along. This is when the educational administrator must project the message "We can do this," and assure the group that planned activities are worth trying.

Agenda for the Orientation/Planning Meeting

Following is a suggested agenda for the Orientation/Planning Meeting. Items on the agenda are keyed to the supplemental materials found following the section on implementation of each step.

SUGGESTED AGENDA FOR ORIENTATION/PLANNING MEETING

Day 1	(3.5 hours)
	Dinner or Refreshments
30 minutes	Welcome by Key Leaders--each one introduce themselves Goals of EEO Project and Role of Team--see Chapter II to prepare these remarks; the educational administrator should do this presentation
45 minutes	Ice-Breaker Exercise to Introduce Team Members--use the suggested exercise on p. 47 or substitute one of your choosing; another Key Leader should facilitate this exercise
15 minutes	Break
2 hours	Equity Awareness Training (see Chapter IV. Activities Section for module; it is strongly urged that an outside facilitator who is

	comfortable with sex equity training conduct this portion of the meeting)
Day 2	**(7 hours)**
15 minutes	**Process Comments from Awareness Training**--briefly ask for Team members to share any reactions, thoughts, feeling about the training
30 minutes	**Overview of the Seven-Step Process**--distribute the outline of the Seven Steps from p.49; a Key Leader should review each step with the Team with special emphasis on Steps 2-5; respond to questions from other Team members
45 minutes	**Step 2: Assess the Institution**--a Key Leader should present an analysis of the tabulated survey results and enrollment data; lead Team discussion with a focus on identifying what the information tells the Team about barriers
90 minutes	**Step 3: Identify the Barriers**--a Key Leader should lead a discussion on institutional barriers and lead the Team in one of the exercises found on pages 85-89; the second part of the step is having the Team identify the specific barriers it wants to target and setting priorities
60 minutes	**Lunch**--provide the meal so Team members can continue to get to know each other on an informal basis

60 minutes **Step 4: Select Strategies**--Key Leaders should lead the Team in brainstorming activities for overcoming the priority barriers and then in choosing which of those activities the Team will plan

90 minutes **Step 5: Develop the Equity Plan**--using the planning guide on p. 113, small groups should identify the action steps, resources and time lines for selected activities; Key Leaders should establish who from the Team will be responsible for implementation of each activity; all of the plans for each activity should be shared with the Team as a whole after the small groups work

30 minutes **Closure:** Key Leaders should review the accomplishments of the day; thank everyone for their active participation in the planning process; remind the Team that now the work of implementation begins; be motivational; be sure that everyone completes an evaluation form (see p.51).

Things to Anticipate

Location and Management of Project: Changing the system must be accomplished from within the mainstream of the institution. Locate the EEO Project within a nontraditional department or within an administrative entity that deals with program development.

Community colleges and other post-secondary institutions may be tempted to house the Project within the campus Women's Center or other women's-issue identified unit. Experience has shown that this only makes it easier for others to discount the work of the Project and lessens the impact.

Secondary schools will want to consider this question carefully also. Whether the EEOP is managed out of the principal's office or within a traditional department can make a great deal of difference in how effective the EEOP will ultimately be.

Conflict: The Key Leaders should anticipate some differences of opinion and perspective among Team members, and sometimes there may be direct conflict. Using conflict resolution skills will be important, and if necessary, schedule a Team meeting and bring in an outside facilitator to assist in finding more productive ways to work. If managed creatively, diversity in levels of commitment to and understanding of equity can be an exciting dynamic for the EEOP Team.

Resistance to Change: No matter what specific activities are planned by the Team, successful implementation of the EEOP will mean that some things will change in the school. Key Leaders need to anticipate that some Team members will be resistant to such change and may feel threatened. Teachers of traditional subject areas may believe that they will lose students which will put their jobs be in jeopardy. Teachers of nontraditional subject areas may believe they will have to cope with an influx of females in classes and have to stop relating to male students in accustomed ways. Teachers are not the only Team members who may feel resistant: "business as usual" is hard to alter.

To address this, Key Leaders can use part of the Orientation/Planning Meeting to have Team members express all of the positive points they see about the EEO Project--list them on a flip chart. Then have Team members express all of the concerns they have about the EEO Project--list them on a flip chart. Lastly, have the Team members brainstorm ways to mitigate the concerns. This gets the Team invested in positive outcomes and fosters an environment where people can safely express concerns instead of holding them in and possibly sabotaging the process at a later time.

Feeder Schools: Our experience has shown that problems can arise when related schools are not included in planning activities which may involve their participation. For example, a high school vocational center may need to involve staff from home or feeder schools. A post-secondary institution may need to involve staff from area high schools. Also, by including representatives from these schools, it is harder for EEOP Team members to say, "Well, the problem is all with the feeder school and we can't do anything about it."

Team Substitutions: Don't be afraid as Key Leaders to set out the expectation of meeting attendance and stick to it. Some people will accept a seat on the Team and then send a substitute to actually attend meetings. It is important that Team members know from the start that they are there because of their position as much as because of their person. If an important barrier by the Team turns out to be the perceived lack of jobs for women training in nontraditional fields, then it will be very important for the employer representative to stay involved with the Project--or to replace that person with someone else who will.

"Women's Issue"--Another possible trap is that some male Team members will assume this is really a "women's issue" and send a lower ranking female from their staff to the meetings. Again, it is important to have a male Key Leader talk with this person and explain again how sex equity is an issue for everyone, with benefits for the entire school and community and their participation is important.

SUPPLEMENTAL MATERIALS FOR STEP 1

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- Key Leader Job Description
- Key Leadership Worksheet
- EEOP Team Job Description
- Building the Team Worksheet
- Invitation Letter to Team Members
- Sample Agenda for Orientation/Planning Meeting
- The EEOP Seven Steps Handout
- Ice-Breaker Exercise to Introduce Team Members
- Orientation/Planning Meeting Evaluation Form
- Sample EEOP Publicity Release

Key Leader Job Description

Summary of Responsibilities: Key Leaders of the Educational Equity Options Project guide the larger EEOP Team through the seven-step process and ensure coordination of logistics for meetings and other activities. Key Leaders are accountable for the overall functioning of the EEO Project.

Tasks:

1. Review manual and become familiar with EEOP.
2. Select members of EEOP Team and secure commitment.
3. Compile enrollment data.
4. Coordinate survey assessment process.
5. Plan and hold Orientation/Planning Meeting.
6. Oversee implementation of equity activities.
7. Hold periodic Team or task group meetings to monitor progress and problem-solve difficulties.
8. Conduct an evaluation of project activities.
9. Document project decisions and activities; distribute to Team members and other publics.

Requirements:

1. Commitment to enrolling more women in nontraditional classes/programs.
2. Ability to work cooperatively in small-group leadership configuration.

3. Ability to work with a diversity of persons and to manage conflict.
4. Ability to delegate tasks and hold others accountable.
5. Willingness to constructively confront sex-based bias in self, other Key Leaders and Team members.
6. Willingness and ability to contribute time, energy and resources to EEO Project.
7. Willingness to serve as an advocate for the project and its proposed programs.

Step 1

Key Leadership Worksheet

Each Key Leader should complete this worksheet and then discuss responses when Key Leaders meet together as a group.

1. As a Key Leader of the Educational Equity Options Project Team, my most important responsibilities will be:

2. I will bring the following resources to the EEO Project:

3. I anticipate that the following might be a problem to my full participation in the EEO Project and I will take these steps to overcome the problem:

4. When someone asks me what the EEO Project is all about, I will tell them:

EEOP Team Member Job Description

Summary of Responsibilities: Members of the EEOP Team represent various interested constituencies, from both the educational institution and the community. This Team carries out the seven-step process by planning for and implementing equity activities.

Tasks:

1. Conduct assessment survey.
2. Attend Orientation/Planning Meeting.
3. Identify barriers to nontraditional enrollments.
4. Plan equity activities.
5. Participate in implementing equity activities.
6. Attend periodic Team or task group meetings.
7. Contribute to evaluation of project activities.

Requirements:

1. Ability to work cooperatively in team configuration.
2. Ability to work independently on delegated tasks.
3. Willingness and ability to contribute time, energy and resources to EEO Project.

Building the Equity Team

Listed below are possible members of the EEO Project Team. Key Leaders should decide which of these positions would be good to have included on the Team and identify specific individuals. The Team should be no larger than 15-20 people, including the Key Leaders.

School/College Administrator (Key Leader)______________________
Women's Advocate (Key Leader)______________________
Sex Equity Expert (Key Leader)______________________
Employer (Key Leader)______________________
Other School/College Administrator______________________
Home or Feeder School Administrator______________________
State Department of Education______________________
State Department of Labor______________________
Instructor, Nontraditional Field______________________
Instructor, Traditional Field______________________
Counselor______________________
Student Leader______________________
Parent______________________
Re-entry Student______________________
Equal Opportunity Coordinator______________________
Bilingual/ESL Administrator______________________
Private Industry Council______________________

United Way______________________________

Chamber of Commerce______________________________

Job Service______________________________

Job Corps______________________________

Bureau of Apprenticeship______________________________

Union______________________________

Municipal Personnel Department______________________________

Minority Advocacy Agency______________________________

Women's or Youth Advocacy Agency______________________________

Other______________________________

Other______________________________

Team Member Confirmation Letter

Dear _______________:

As Key Leaders of the Educational Equity Options Project, we are pleased that you will be a member of the EEOP Team. The focus of this national model Project will be to develop and implement institution-wide plans for increasing the enrollment of female students in nontraditional classes and programs at_____________ (name of school/college).

In order to accomplish this goal, the EEOP Team will follow a seven-step process which includes:

1. Building the Team
2. Assessing the Institution
3. Identifying the Barriers
4. Selecting the Strategies
5. Developing the Plan
6. Implementing the Plan
7. Evaluating

To begin our work, we will hold a one and one-half day Orientation/Planning Meeting on _______________ (dates) at ___________ (place). The meeting will begin at ____________________(day and time) and will be over by ________________ (day and time). Please see the attached agenda for more information.

It is imperative that all EEOP Team members attend this meeting. Your commitment to this Project includes participation in both the planning and the implementing phases. We appreciate that your schedule is a busy one but that you have made this Project a priority.

Included with this letter are _____ copies of the EEOP Survey Form. As we discussed earlier, please distribute these forms to your colleagues and return them to _____________________ ____ (Key Leader name and address) by __________ (date) for tabulation and analysis before the Orientation/Planning Meeting. This survey is an important part of completing Step 2 of the Project.

We are looking forward to working with you and other representatives from ______________ (the community) and from ____ ____________ (school/college). The Educational Equity Options Project is an important step toward greater access to all programs by all students.

Sincerely,

Signed by all Key Leaders

Sample Agenda for Orientation/Planning Meeting

(Key Leaders may want to send an agenda to Team members with the Confirmation Letter.)

Day 1	(3.5 hours)
30 minutes	Welcome by Key Leaders
	Goals of EEO Project and Role of Team
45 minutes	Ice-Breaker Exercise to Introduce Team Members
15 minutes	Break
2 hours	Equity Awareness Training
Day 2	(7 hours)
15 minutes	Process Comments from Awareness Training
30 minutes	Overview of the Seven-Step Process
45 minutes	Step 2: Assess the Institution
	Survey Results and Enrollment Data
90 minutes	Step 3: Identify the Barriers
	Discussion of Institutional Barriers
	Identifying Barriers and Setting Priorities
60 minutes	Lunch--as a Team
60 minutes	Step 4: Select Strategies
	Brainstorming Activities
	Choosing Activities to Overcome the Barriers
90 minutes	Step 5: Develop the Equity Plan

	Completing the Planning Guide
	Establishing the Working Groups
	Assigning Responsibilities
30 minutes	Closure: Wrap-up by Key Leaders
	Completion of Evaluation Forms

Step 1

Ice-Breaker Exercise to Introduce Team Members

Purpose: get people moving around and loosened up; introduce people who don't know each other; create an atmosphere of openness

Materials: 5 x 7 index cards; markers or pens for each Team member; straight pins; timer (or have a Key Leader be a timekeeper with a watch)

Process: give each person a card, marker, pin

- Have each person print their first name in the center their index card.
- Tell people: write in the upper left corner what you wanted to be when you grew up. Pin the card on and at the signal, move around the room and look for someone with the same color of eyes as yourself. Begin talking with that person about your choices written on the card. (Timer--5 minutes for instructions and action)
- Stop the talking; tell people: write in the lower right corner what you would want to be if you were of the opposite sex. At the signal, move around the room and look for someone with a piece of clothing that is the same color as something you are wearing. Begin talking with that person about your choices written on the

card. (Timer--5 minutes for instructions and action)

- * Stop the talking; tell people: write in the upper right corner what job you have now. At the signal, move around the room looking for someone with the same color of shoes as you have on. Begin talking with that person about your job. (Timer--5 minutes for instructions and action)
- * Stop the talking; tell people: write in the lower left one adjective that describes you. At the signal, move around the room looking for someone you haven't talked with yet. Begin talking with that person about why you picked that adjective. (Timer--5 minutes for instructions and action)
- * Stop the talking; have each person tell the group their full name and what their job is. Facilitator: keep the exercise moving; make sure people know that they are to change talking partners for each new discussion. Have Team members keep these cards as name tags for the rest of the Orientation/Planning Meeting. The choices in the corners can spark conversations during breaks and meals.

Educational Equity Options Project
The Seven Steps

The Educational Equity Options Project is a seven-step approach to increase the number of female students entering and succeeding in nontraditional education.

The EEO Project is a long-term strategy; and its goals include:

1. identifying specific barriers to nontraditional enrollments;
2. planning activities to address those barriers;
3. building support within the community at-large consistent with the school/college's efforts; and
4. institutionalizing equity activities so that they become a part of the mainstream of school/college life.

Step 1: Build the Team

A team approach is used to implement the EEO Project. Several Key Leaders are selected to carry the role of primary organizers and motivators. These Leaders then select a Team representing various interested constituencies from both the school/college and the community. This Team provides the overall leadership for planning and implementing the EEO Project.

Step 2: Assess the Institution

The Team must determine the current status of girls' and women's participation in the school/college's occupational training programs in order to identify the barriers which specifically operate. The EEOP model uses two methods to develop this status report: compiling enrollment data and conducting an attitudinal survey.

Step 3: Identify the Barriers

Critical barriers at work within the institution can be identified through analysis of the information collected in Step 2. The Team can then focus on those barriers to address as priorities for change.

Step 4: Select Strategies

The Team should reach consensus in selecting particular strategies for addressing the priority barriers. The EEO Project manual provides many suggestions and resources to assist Team members. It is important to consider a mix of activities, aimed at different aspects of each barrier.

Step 5: Develop Plan

The plan for implementation of selected strategies should outline the goals, objectives, action steps, timelines and resources necessary for addressing each priority barrier. Methods of evaluating each activity should also be included in the development of the plan.

Step 6: Implement Plan

Once the plan of action is developed, Team members divide tasks and responsibilities and agree on lines of accountability for implementation. Members of the Team may assume various roles throughout implementation: interpreting the plan to others; participating in specific activities; ensuring that the plan is completed; contributing needed resources.

Step 7: Evaluate

It is important for the Team to evaluate both long-term and short-term objectives. While long-term enrollment increases will not be attained immediately, methods for tracking that information need to be established. Shorter-term objectives for each planned activity can be evaluated and the question, "What is different now?" can serve as a guide for discussion. Most critically, the plan should be revised and continued as a result of evaluation so that ongoing equity efforts will be sustained.

EEOP Orientation/Planning Meeting
Evaluation Form

For each of the following statements please circle the number that best represents your feeling:

Strongly Agree   Strongly Disagree

1 2 3 4 5

1. I understand more about sex equity issues after this Orientation/Planning Meeting than I did before.

   1 2 3 4 5

2. I am clear about the goals of the EEO Project and the seven-step process we will be using.

   1 2 3 4 5

3. I feel confident that the plan we developed will achieve results.

   1 2 3 4 5

4. I am clear about my own role in implementing the plan.

   1 2 3 4 5

5. I feel that my input was valued and sought during the meeting.

   1 2 3 4 5

6. I liked the pace and variety of the meeting's activities.

   1 2 3 4 5

Please share any comments or suggestions you have about the Orientation/Planning Meeting or the Educational Equity Options Project:

Sample Publicity Release

FOR RELEASE:

FOR MORE INFORMATION CONTACT:

_____________________ (name of school/college) will kick-off the start of its Educational Equity Options Project with an Orientation/Planning Meeting on _____________ (dates). The EEO Project is designed to increase the participation of female students in nontraditional classes and programs such as _________ _______________ (classes held at school/college).

"Our country's work force remains divided into men's jobs and women's jobs," says ____________________. (name and title of educational Key Leader). "The jobs traditionally filled by women tend to have lower wages, fewer benefits and little upward mobility. Women today have to work to support themselves and their families too. We want our female students to have as many occupational choices as possible and to encourage them to look at higher-wage jobs, which are usually filled by males."

Leading the EEO Project is a blue-ribbon Team of ___________ (name of school/college) administrators, staff and students. Joining them on the Team are members of the ____________ (name of community) business, women's/youth advocacy and employment training community.

"We'll be looking at the obstacles that female students face in choosing nontraditional classes. Many hear negative attitudes from their family or friends. The school itself may make it difficult because the right kind of information is not getting through. Or, female students may not believe they will be hired once they have the training they need. Our EEO Project Team will plan activities to overcome as many obstacles as we can," said __ _______________ (name and company of employer Key Leader).

The Educational Equity Options Project is a model program developed by Wider Opportunities for Women and has been successfully used by schools and colleges around the country. WOW is a national, nonprofit women's employment and training organization located in Washington, DC.

Step 2: Assess the Educational Institution

Immediately after selection, the first job of the EEOP Team, is to begin assessing the state of sex equity in the institution. These activities need to be completed before the Team meets as a whole for the Orientation/Planning session. By having this information available, the Team will get a picture of the school and community attitudes toward women in nontraditional training. This will also lay the foundation for the Team's work.

There are three parts to assessing the institution:

1. surveying attitudes toward women in nontraditional training,

2. collecting enrollment data, and

3. interpreting the results.

Surveying Attitudes

To begin developing the equity picture, the Team will need to conduct a survey indicating the various perceptions about females in nontraditional training. This questionnaire is a teaching tool to be used in concert with the enrollment data collected. By asking people what they think the barriers to female enrollments are, the Team will get a good idea of which barriers are most in operation within the school and community. This will be important information for the next step in the Project, which is barrier identification.

The easiest way to administer the survey is to send each Team member an appropriate number, after they have agreed to work on the Project, and have them distribute surveys to their own constituent group. For example, the instructors can give them to other instructors at a faculty meeting; employers can give them to other employers at a Chamber of Commerce meeting; and so on.

Try to survey as many people as possible from the different constituent groups represented on the Team. A total sample of at least 250-300 surveys is desirable.

Completed surveys can then be sent back to the Key Leaders for tabulation and analysis. Key Leaders need to arrange for this, using the scoring instrument provided with the survey. Some EEOP sites have had computer time or labor donated by an organization represented on the Team or by the sex equity coordinator's office.

It is important for every Team member to participate in the survey process. Do not just survey school personnel. You will often be surprised at the different perceptions of different groups. For example, at one EEOP site, employers thought the biggest barrier to female enrollments was their lack of information about options. However, a majority of students thought that the biggest barrier was lack of employment opportunities after graduation.

Collecting Enrollment Data

To complete the "snapshot" picture of the institution,the educational administrator Key Leader should see that enrollment data on the participation of females in the school's nontraditional classes is compiled. The data should cover the most recent three years and it is useful if data is available on the racial breakdown of gender enrollments. Sometimes a school will reveal a pattern showing females of color being tracked into different classes than white females.

Displaying data over a period of at least three years may also reveal that some classes have improved in the numbers of females enrolled. It will be important for the Team to understand why that has happened and to use this information when planning activities to overcome targeted barriers.

When all the data is collected and compiled, duplicate copies for each Team member. You will want to combine this information with the results of the attitude survey and present it to the Team at its Orientation/Planning meeting.

Interpreting the Results

Key Leaders will want to compare the enrollment data and the survey responses in preparation for presenting an analysis to the Team. You will probably find that female enrollments in non-traditional classes are very low. Exceptions may come in some of the newer areas of study such as computer operations/programming and computer-assisted drafting. Be sure to see if males and females are pursuing similar career options when they do enroll more evenly in those classes and are not tracking according to gender differences. For example, females will still track into word processing or clerical options in computer classes while males will pursue programming and analysis.

From the survey responses you may find contradictions in how people are thinking. Surveys done at other sites have shown that sometimes a group, such as counselors, do not perceive themselves as playing any role in channeling young women into traditional classes while the responses from other groups at that site thought counselors played a pivotal role.

You should look for areas of response that reveal a lack of understanding about the economic realities of choosing nontraditional work. For example, one set of surveys revealed that people saw nontraditional work as "more fulfilling" rather than as "paying better." Sometimes people do not understand the need for better benefits and the ability for women to secure accessible, affordable child care--all of which is more likely in a nontraditional, better paying job.

Basically, Key Leaders should look for a pattern of responses which will help the Team decide which barriers they want to set as targets for the development of a plan. The enrollment data and the survey responses should be presented to the Team during the Orientation/Planning meeting with time allowed for Team discussion. This should precede the Team working on Step 3.

Things to Anticipate

Lack of Enrollment Data: The Team will need to consider the lack of available data as a barrier to female enrollment. When the school is without documentation of what its enrollment patterns are, that stands in the way of efforts to increase participation. As an alternative, the Team may be able to get general figures from the state sex equity coordinator.

Lack of Openness: Although Team members express an interest in equity they become defensive when the institutional assessment step reveals unintentional or intentional barriers at work. There needs to be a sense of openness by the Team to seeing equity problems within the school and community. The EEO Project process is not designed to point a finger at the school and berate it over equity failures. Rather, the process is a mechanism for strengthening what is positive and changing what may be detrimental to achieving equity goals.

Surprises: Be prepared for surprises. One site was shocked to learn that among the students surveyed, "fear of sexual harassment" was determined a key barrier as to why females did not enter nontraditional training. The Team members had never thought sexual harassment was a problem at their school.

Need for Additional Information: Sometimes Teams are so intrigued by the information uncovered by the survey that they want additional data or wish to explore/clarify perceptions further. The Team can decide to schedule focus group sessions with targeted constituents. One secondary school EEOP site devoted a portion of two Team meetings to focus group sessions with students, both in traditional and nontraditional classes. The Team wanted to gain insight into student perceptions about being in nontraditional classes and about being in an occupational education center as opposed to a comprehensive high school.

SUPPLEMENTAL MATERIALS FOR STEP 2

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- EEOP Survey and Tabulation Key
- Enrollment Data Collection Form

WIDER OPPORTUNITIES FOR WOMEN

---

1) Please indicate to what degree you agree with the following statements.

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

a) Jobs predominantly held by men pay better than jobs predominantly held by women......... 1 2 3 4
b) Women are able to enter any occupation they want.. 1 2 3 4
c) Most women spend less than 15 years in the workforce................................... 1 2 3 4
d) There are as many female doctors and lawyers as there are male doctors and lawyers......... 1 2 3 4
e) Men and women in the same job earn the same pay... 1 2 3 4
f) Women should not work on construction sites, because they are not strong enough............ 1 2 3 4
g) Women should not work when they have small children at home............................. 1 2 3 4
h) If a women works full-time, she makes enough to support herself and two children........... 1 2 3 4
i) It is important to increase the enrollment of females in non-traditional training programs..................................... 1 2 3 4
j) The best way to deal with sexual harassment on the job is to ignore it................... 1 2 3 4
k) Women don't need to earn as much as men, because men are the principle breadwinners.... 1 2 3 4
l) Females are less adept at math and science than are males............................... 1 2 3 4
m) Women should not get paid as much as men because they are frequently absent to take care of children............................ 1 2 3 4
n) Certain jobs, such as clerical, nurses aide, and childcare worker are best done by women... 1 2 3 4
o) There are some jobs only men should do.......... 1 2 3 4

2) It is important to increase the enrollment of females in non-traditional training programs because. . . (Please check the THREE answers you agree with most. Choose only THREE.)

a ☐ Women will earn more money and have better fringe benefits
b ☐ The schools will increase their enrollments.
c ☐ It will be easier for employers to meet civil rights laws.
d ☐ The community unemployment rate will go down.
e ☐ Women will have more chance for advancement.
f ☐ Schools will have more integrated classes.
g ☐ Employers will have more workers to choose from.
h ☐ The community will expand its economic base.
i ☐ The schools will introduce new programs and enrich their curricula.
j ☐ Women will increase their sense of self-worth.
k ☐ Employers will have a better balanced work force.
l ☐ The community will have more women in visible roles.
m ☐ Employers can hire women at less cost than they can hire men.
n ☐ Other (Please specify.) ________________________________

____

3) What do you feel are the THREE main reasons why females decide not to enter non-traditional training programs? (Please check only THREE.)

a ☐ They don't have enough information.
b ☐ Teachers and counselors discourage them.
c ☐ They have no female role models.
d ☐ They are worried about sexual harassment.
e ☐ Schools don't provide child care or other support services.
f ☐ There are no work-study or pre-apprenticeship programs open to them.
g ☐ They feel employers would not hire them.
h ☐ Women shouldn't really work in those kinds of jobs.
i ☐ They think people might think they are lesbians.
j ☐ Families and friends discourage them.
k ☐ They feel they will be discriminated against.
l ☐ They fear the work will be too strenuous.
m ☐ They're afraid to compete with men in the workplace.
n ☐ They don't think they're capable of doing these kinds of jobs.
o ☐ Other (Please specify.) ________________________________

____

4) Please indicate your sex.

1 [] Male
2 [] Female

5) I am. . .

1 [] Black
2 [] White
3 [] Hispanic
4 [] Asian/Pacific Islander
5 [] Native American
6 [] Other

6) I am a. . .

1 [] School Administrator
2 [] Teacher
3 [] Counselor
4 [] College/University Student
5 [] Post-Secondary Vocational/Technical Institute Student
6 [] High School Student
7 [] Employer in community
8 [] Other

RESPONSE TALLY FORMS FOR EDUCATIONAL EQUITY OPTIONS PROJECT SURVEY

These forms are designed to assist you in tallying the responses to the survey. Simply go through each completed survey, and record the answers on these forms by making a tick mark in the appropriate box for that response. When you have finished recording the answers on all the surveys, simply follow the instructions given below to tally the totals and percentages of each response.

Question 1: **Please indicate to what degree you agree with the following statements.**

a) Jobs predominantly held by men pay better than jobs predominantly held by women

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

[Total up the number of respondents who answered each possible response and place those totals below. Then add these totals together to obtain the Grand Total who answered statement "a" of Question 1. To determine the percentage of respondents who chose each possible response, divide each response total by the Grand Total. Then multiply by 100. FOLLOW THESE DIRECTIONS FOR EACH STATEMENT IN QUESTION 1.]

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

b) Women are able to enter any occupation they want

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

c) Most women spend less than 15 years in the workforce

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1 ____________
Total for Response 2 ____________
Total for Response 3 ____________
Total for Response 4 ____________

GRAND TOTAL ____________

% Who Strongly Agree ____________%
% Who Agree ____________%
% Who Disagree ____________%
% Who Strongly Disagree ____________%

100%

d) There are as many female doctors and lawyers as there are male doctors and lawyers

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1 ____________
Total for Response 2 ____________
Total for Response 3 ____________
Total for Response 4 ____________

GRAND TOTAL ____________

% Who Strongly Agree ____________%
% Who Agree ____________%
% Who Disagree ____________%
% Who Strongly Disagree ____________%

100%

e) Men and women in the same job earn the same pay

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1 ____________
Total for Response 2 ____________
Total for Response 3 ____________
Total for Response 4 ____________

GRAND TOTAL ____________

% Who Strongly Agree ____________%
% Who Agree ____________%
% Who Disagree ____________%
% Who Strongly Disagree ____________%

100%

f) Women should not work on construction sites, because they are not strong enough

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

g) Women should not work when they have small children at home

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

h) If a women works full-time, she makes enough to support herself and two children

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

i) It is important to increase the enrollment of females in non-traditional training programs

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

j) The best way to deal with sexual harassment on the job is to ignore it

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

k) Women don't need to earn as much as men, because men are the principle breadwinners

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

l) Females are less adept at math and science than are males

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

m) Women should not get paid as much as men because they are frequently absent to take care of children

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Who Strongly Disagree	________%
GRAND TOTAL	________		100%

n) Certain jobs, such as clerical, nurses aide, and childcare worker are best done by women

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1	________	% Who Strongly Agree	________%
Total for Response 2	________	% Who Agree	________%
Total for Response 3	________	% Who Disagree	________%
Total for Response 4	________	% Whc Strongly Disagree	________%
GRAND TOTAL	________		100%

o) There are some jobs only men should do

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Total for Response 1 ____________

Total for Response 2 ____________

Total for Response 3 ____________

Total for Response 4 ____________

GRAND TOTAL ____________

% Who Strongly Agree ____________%

% Who Agree ____________%

% Who Disagree ____________%

% Who Strongly Disagree ____________%

100%

Question 2: It is important to increase the enrollment of females in non-traditional training programs because. . . (Please check the THREE answers you agree with most.)

	# Choosing This Response	Total	Percentage
a) Women will earn more money and have better fringe benefits		____	____%
b) The schools will increase their enrollments.		____	____%
c) It will be easier for employers to meet civil rights laws.		____	____%
d) The community unemployment rate will go down.		____	____%
e) Women will have more chance for advancement.		____	____%
f) Schools will have more integrated classes.		____	____%
g) The community will expand its economic base.		____	____%
h) The schools will introduce new programs and enrich their curricula.		____	____%
i) Women will increase their sense of self-worth.		____	____%
j) Employers will have a better balanced work force.		____	____%
k) The community will have more women in visible roles.		____	____%
l) Employers can hire women at less cost than they can hire men.		____	____%
m) Other		____	____%

[For this type of question, where respondents are able to choose more than one response, the calculation of the percentage is different. After tallying up the total of respondents checking each response choice, divide that number by the total number of people answering the survey. Then multiply by 100. The three choices which have the highest percentages are the three answers most agreed with.]

Question 3: **What do you feel are the THREE main reasons why females decide not to enter non-traditional training programs?**

	# Choosing This Response	Total	Percentage
a) They don't have enough information.			
b) Teachers and counselors discourage them.			
c) They have no female role models.			
d) The classes have mostly males in them.			
e) They are worried about sexual harassment.			
f) Schools don't provide child-care or other support services.			
g) There are no work-study or pre-apprenticeship programs open to them.			
h) They feel employers would not hire them.			
i) Women shouldn't really work in those kinds of jobs.			
j) They think people might think they are lesbians.			
k) Families and friends discourage them.			
l) They feel they will be discriminated against.			
m) They fear the work will be too strenuous.			

(Question 3, continued)

	# Choosing This Response	Total	Percentage
n) They are afraid to compete with men in the workplace.		______	______%
o) They don't think they are capable of doing these kinds of jobs.		______	______%
p) Other		______	______%

[For this type of question, where respondents are able to choose more than one response, the calculation of the percentage is different. After tallying up the total of respondents checking each response choice, divide that number by the total number of people answering the survey. Then multiply by 100. The three choices with the highest percentages are the reasons most agreed with.]

Question 4: **Please indicate your sex.**

1) Male	
2) Female	

[Total up the number of respondents who answered each possible response and place those totals below. Then add these totals together to obtain the Grand Total. To determine the percentage of respondents who chose each possible response, divide each response total by the Grand Total. Then multiply by 100.]

Total # of Males	______	% of Males	______%
Total # of Female	______	% of Females	______%
GRAND TOTAL	______		100%

Question 5: I am. . .

	# Choosing This Response
1) Black	
2) White	
3) Hispanic	
4) Asian/Pacific Islander	
5) Native American	
6) Other	

[Total up the number of respondents who answered each possible response and place those totals below. Then add these totals together to obtain the Grand Total. To determine the percentage of respondents who chose each possible response, divide each response total by the Grand Total. Then multiply by 100.]

Total # of Blacks	____________	% Black	____________%
Total # of Whites	____________	% White	____________%
Total # of Hispanics	____________	% Hispanic	____________%
Total # of Asian/ Pac.	____________	% Asian/Pacific Islander	____________%
Total # of Native Am.	____________	% Native American	____________%
Total # of Other	____________	% Other	____________%
GRAND TOTAL	____________		100%

Question 6: I am a. . .

	# Choosing This Response
1) School Administrator	
2) Teacher	
3) Counselor	
4) College/University Student	
5) Post-Secondary Vocational/Technical Institute Student	
6) High School Student	
7) Employer in Community	
8) Other	

[Total up the number of respondents who answered each possible response and place those totals below. Then add these totals together to obtain the Grand Total. To determine the percentage of respondents who chose each possible response, divide each response total by the Grand Total. Then multiply by 100.]

Total # School Adm.	________	% School Administrators	________%
Total # Teachers	________	% Teachers	________%
Total # Counselors	________	% Counselors	________%
Total # College Stud.	________	% College Students	________%
Total # Voc. Student	________	% Voc. Student	________%
Total # High School	________	% High School Student	________%
Total # Employers	________	% Employers	________%
Total # Others	________	% Others	________%
GRAND TOTAL	________		100%

NOTE: If you wish to profile the respondents in order to determine how each group answered each survey question, you must make out separate tally sheets for each individual profile. For example, suppose you wish to determine whether school administrators answered the survey differently than teachers. You would first separate the surveys according to whether the respondent is a school administrator or a teacher. Then you would fill out a separate tally sheet for the school administrators and one for the teachers. This will enable you to compare responses between the two groups of respondents.

Step 2

Enrollment Data Collection Form

Enrollments are from year or semester____________________

Class	Male	Female	% Female

Enrollments are from year or semester____________________

Class	Male	Female	%Female

Step 2

Enrollments are from year or semester____________________

Class	Male	Female	% Female

Enrollments are from year or semester____________________

Class	Male	Female	% Female

Step 3: Identify the Barriers

After reviewing the enrollment and survey data collected during Step 2, and discussing interpretation of the responses, the Team must then identify the barriers that seem to be most in effect at the school and in the community.

There are two phases to implementing Step 3:

1. understanding the nature of institutional barriers, and

2. identifying the barriers to be overcome through planning.

What are Institutional Barriers?

The EEO Project process does not point a finger at individuals and accuse them of sex bias. Rather, it holds a prism up to the institution and examines policies and practices in the light of sex equity. The important idea to get across is that the institution--the people in it--must learn to behave differently--in a more sex equitable manner.

A Key Leader should facilitate a discussion about institutional barriers. It is important for the Team to understand that there is a difference between institutional barriers and individual bias. Refer back to the sex equity awareness exercises performed earlier in the Orientation/Planning Meeting. Think about the gender and sex-role stereotypes identified:

> **When a stereotype is institutionalized, it becomes a barrier.**

Power is the key element to discuss. Even if an individual (teacher, counselor, administrator) does not fully accept all equity concepts, the message from the institution must be that the person is expected to behave as if she or he does.

Barrier Exercises

It is important for all Team members to see how the educational institution may have policies and practices that will perpetuate the barriers to female nontraditional enrollments. In the supplemental materials following this section are three suggested exercises. Key Leaders should review these exercises and select one which can be completed by the Team to increase understanding of institutional barriers.

It is also important that Team members from the community see how their sector can also help to perpetuate barriers. For example, if a barrier is "lack of role models" and the school has no female faculty teaching nontraditional classes, that is a practice that perpetuates the barrier. Employers who do not actively recruit and hire women in nontraditional jobs also help to perpetuate this barrier.

If the barrier is "fear of sexual harassment" and the school has no written, promulgated policy against sexual harassment by school personnel and students, that is a lack of policy that perpetuates the barrier. By the same token, employers without good sexual harassment policies contribute to the perpetuation of this barrier.

If Key Leaders think that the Team needs an extra, even more participatory exercise, combine use of the "What Are Institutional Barriers" with the role play exercise. Discuss what took place during the role plays, using the questions listed under each scenario. One EEOP site found the role plays most helpful in assisting male Team members in understanding how females feel in situations where they are prohibited from freely choosing any career or class option.

Identifying Specific Barriers

Once the Team has a good understanding of the nature of institutional barriers, Key Leaders will need to lead the group in identifying the top one or two barriers they want to target for change. Distribute the list below (reproduced as a handout from the materials following this section) of the most commonly identified barriers to females entering nontraditional training (or have it posted on large sheets of newsprint). The Team should add to or modify the list according to the Team's previous discussion from Step 2.

Barriers

1. Lack of accurate information about nontraditional opportunities.

2. Channeling by school personnel toward traditional training.

3. Lack of female role models.

4. Sex-segregated classes and programs.

5. Sex-biased testing, textbooks and other materials.

6. Lack of prerequisite skills or classes (including Math and science) leading to nontraditional programs.

7. Sexual harassment and/or hostility in the classroom, in on-the-job training or other work experience.

8. Lack of supportive services: peer groups, child care, transportation, tools, etc.

9. Lack of work study, on-the-job training or apprenticeship opportunities.

10. Lack of employment opportunities and negative attitudes of employers.

11. Early socialization to traditional roles and expectations.

12. Fear of being labeled lesbian.

13. Unsupportive parents, extended families, friends and spouses/partners.

14. Cultural and media reinforcement of traditional roles.

15. Discrimination on the basis of race, sex, color, national origin, handicap, class or age.

Key Leaders may want to have the Team actually vote on priorities, or the Team may be able to come to consensus in an informal way. Whichever barriers are chosen, these are the barriers that the Team will focus on during the planning process.

It is also critical that the Team limit its selection of barriers to no more than three so that planned activities are seen in the context of being focused on a specific target, rather than being just a random collection of good ideas that may or may not hit the mark in overcoming barriers. An important thing for the Team to keep in mind is that work on any barrier is better than not working on a barrier at all. There is a ripple effect when working on barriers because they are so interconnected.

Things to Anticipate

Too Many Barriers: Let the Team discuss all the barriers it wants to--but limit the final selection to no more than three to work on during Step 5: Plan Development. Key Leaders will need to stress that all barriers are interrelated and that working on a few does not preclude having an effect on others. Remind the Team that it can always revise the plan to include a new barrier next year. Also, having too many barriers to plan for at once is overwhelming. You want the EEO Project Team to feel successful and making concrete strides against one or two barriers will reinforce the entire Project process.

Combining Barriers: Some Teams cannot give up the idea of working on four or more barriers so they try to combine several into one or two big barrier statements. Discourage this with the same rationale as presented above. Too much in one barrier will eventually dilute the efforts against any barriers.

Focusing Only on the School: Often the focus of the barrier identification process is directly on the school's policies and practices. Community people on the Team may feel that they do not have any responsibility for eliminating those barriers. As Key Leaders, you need to be able to draw the group into a discussion of how the identified barriers are reinforced by the actions of those outside of the school environment.

Redefining the Problem: Some EEOP sites, particularly secondary ones, begin to branch off of the equity track and begin discussing the general problem of declining enrollments and the second-class image of vocational education. This is a way for the Team to avoid coming to grips with sex equity issues and it should be discouraged by the Key Leaders. Increased female enrollments in nontraditional areas should help the institution with overall enrollment and image problems, but that is not the main focus of efforts.

"It's Too Late" or "It's Their Problem": This is the point in the EEOP process when those who are not fully committed to sex equity will be very vocal about how it's really too late to change anything. The post-secondary schools blame the high schools and the high schools believe that equity work should have been done at the junior high level.

It is true that working to overcome institutionalized gender and sex-role stereotypes should begin early in schools. However, experience shows that when specific barriers operating within an institution and community can be identified, and activities planned to address those barriers are accomplished, enrollments do increase.

Sometimes it is appropriate to plan activities that do include another level of school. For example, several EEOP sites now run a summer program for junior high age students, introducing them to nontraditional choices before they enter high school.

SUPPLEMENTAL MATERIALS FOR STEP 3

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- What Are Institutional Barriers?--exercise with video (See the Resource Bibliography for information on ordering the "Try It!" video to be used with this exercise.)
- What Are Institutional Barriers?--exercise without video
- Barrier Role Play Exercises
- List of Barriers to Female Enrollments and Retention

What Are Institutional Barriers?
(45-minute Exercise)

As you watch the "Try It" video (16 minutes), list as many barriers as you can identify that these women encountered along the way to entering a nontraditional job.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____

Choose two of the above barriers. What policies, practices or programs in a school/college might help to perpetuate those barriers? (Discuss your responses with the Team.)

Barrier______________________________________

Policies, Practices, Programs__________________________

____

____

____

____

____

Barrier____

Policies, Practices, Programs________________________

Barrier____

Policies, Practices, Programs________________________

What Are Institutional Barriers?
(30-Minute Exercise)

Listed below are some of the barriers that can deter females from entering nontraditional classes. Choose two of the barriers and list school/college policies, practices or programs which might help to perpetuate those barriers. (Discuss your responses with the Team.)

1. Lack of accurate information about nontraditional classes.
2. Lack of prerequisite skills.
3. Lack of female role models.
4. Sexual harassment in the classroom.
5. Use of sex-biased materials and tests.
6. Channeling by counselors toward traditional classes.

Barrier____

Policies, Practices, Programs________________________________

____

____

____

____

____

____

____

Barrier____

Policies, Practices, Programs________________________

Barrier____

Policies, Practices, Programs:_______________________

Barrier Role Play Exercises
(45-Minute Exercise)

Divide the Team into smaller groups of 4 or 5 each. Give each group one situation and allow a few minutes for them to select players and to develop the role play. Have each group present the role play for about 2-3 minutes. Stop the action and lead a discussion by the whole Team, using the questions listed below each scenario.

School Situation

Role of Department Head: Has been informed by Dean that his Department of Technology will need to enroll more women; Department head is supportive of this goal

Role of Technology Instructor: Has received directive from department head about efforts to encourage female enrollments; this instructor had some women in his classes but he was glad when they dropped out

As you think about this situation, what attitudes and behaviors are most likely to be expressed by the Department Head?

What attitudes will the instructor express?

What institutional directives and supports would assist both of them?

School Situation

Role of Guidance Counselor: Is trying to encourage female student, whose aptitude test scores indicate high technical/manual dexterity abilities, to consider nontraditional areas of training

Role of Female High School Student: Might be interested but believes her boyfriend and other friends would make fun of her

As you think about this situation, what attitudes and behaviors are most likely to be expressed by the student?

What are some ways for the counselor to counter the arguments?

What are some institutional supports that would be helpful to both?

****

Peer Situation

Role of Re-Entry Woman: Works as a secretary, having a hard time making ends meet for herself and two children, wants to get training in nontraditional area

Role of Friend: Can't believe that her friend would even think about one of "those kinds of jobs."

As you think about this situation, what attitudes and behaviors are most likely to be expressed by the friend?

What are some ways for the re-entry woman to counter the arguments?

What are some institutional supports that would be helpful for both?

****

Family Situation

Role of Daughter: Wants to sign up for nontraditional courses at vocational-technical center.

Role of Parent: Does not want daughter to enter nontraditional training.

As you think about this situation, what attitudes and behaviors are most likely to be expressed by the parent?

What are some ways for the daughter to counter the arguments?

What are some institutional supports that would be helpful to both?

****

Employer Situation

Role of Applicant: Has graduated from nontraditional training program and is applying for job; this is an interview

Role of Personnel Officer: Is impressed with applicant's resume and test scores but knows she would be first and only woman in the department

As you think about this situation, what attitudes and behaviors are most likely to be expressed by the personnel officer?

What are some of the ways for the applicant to counter the arguments?

What institutional supports would be helpful to both?

Barriers to Female Enrollments and Retention

1. Lack of accurate information about nontraditional opportunities.
2. Channeling by school personnel toward traditional training.
3. Lack of female role models.
4. Sex-segregated classes and programs.
5. Sex-biased testing, textbooks and other materials.
6. Lack of prerequisite skills or classes leading to nontraditional programs.
7. Sexual harassment and/or hostility in the classroom, in on-the-job training or other work experience.
8. Lack of supportive services: peer groups, child care, transportation, tools, etc.
9. Lack of work study, on-the-job training or apprenticeship opportunities.
10. Lack of employment opportunities and negative attitudes of employers.
11. Early socialization to traditional roles and expectations.
12. Fear of being labeled lesbian.
13. Unsupportive parents, extended families, friends and spouses/partners.
14. Cultural and media reinforcement of traditional roles.
15. Discrimination on the basis of race, sex, class or age.

Step 4: Select Strategies

After completing Step 3, the Team can begin the process of selecting strategies. Strategies are the activities to be implemented in response to the specific barriers identified. It is important for the Team to keep focused, so that the link remains clear between activities planned and the barrier to be overcome.

Key Leaders should structure completion of Step 4 in two parts:

1. brainstorming possible activities, and
2. choosing a limited number of activities for actual planning.

This step is critical because it marks the transition in the EEO Project between analysis and action, between discussion and doing, between planning and participation.

During the Team's work on Step 4, Key Leaders can build momentum toward implementing the final plan. It is important for Key Leaders to stay alert to the Team's enthusiasm to keep it focused on the targeted barriers. Most Teams get excited about the possible activities and begin to develop a sense of real commitment to the EEO Project.

Brainstorming Activities

As a process, Key Leaders may want to divide the Team into as many small groups (keeping diversity in mind) as barriers identified, and let each small group begin brainstorming a list of potential activities. The Team may want to do the brainstorming by staying together as a large group. Whatever configuration is used, Key Leaders should make sure that the rules of brainstorming are followed: keep it fast-moving, all ideas are recorded, do not allow discussion of any ideas. The object is to generate a good list of possible actions specific to the barrier being addressed. Brainstorm a separate list of activities for each barrier to be addressed.

Remind the Team that there may be events already in the works that can be included on the brainstorming lists.
Look for ongoing school and community activities that can now incorporate sex equity messages and activities. For example, if the school already has a career fair planned, the Team should add it to the list, so that information about nontraditional opportunities can be included. If you are going to reprint your recruitment brochure anyway, it can be reviewed and revised to

include deliberate sex equity messages. If there is a regular meeting of a local business counsel, include adding the issue of females in nontraditional training to its agenda.

By including regular, ongoing events and activities on the brainstorming lists, the point is reinforced that sex equity concerns will be a part of the mainstream of the institution. Always keep in mind that institutionalization of equity work is a long-term goal of the EEOP.

In Chapter IV of this manual, Key Leaders will find suggestions for a number of activities. The Team may want to include some of these also.

In the supplemental materials are two exercises that will be useful if Key Leaders find the Team getting bogged down and not being able to generate possible activities. Key Leaders should review these exercises in advance of the meeting and decide which one they will have ready to use if the Team needs a boost.

Selecting Activities

Once the Team has generated its list of potential activities, selection must be made of a limited number for implementation. Key Leaders should remind Team members that they will be responsible for planning and coordinating implementation of the activities. Therefore, it is imperative that the final list of activities feels manageable and do-able to the Team.

Other EEOP Teams have found that selecting activities which seem useful, are directly related to the barrier and which might even be fun, helps when it comes time to implement. Having a Team composed of members representing different constituent groups is helpful because they can contribute information about available resources, schedules and feasibility.

Things to Anticipate

Lack of Ownership: The Team should reach a consensus on selected strategies so that there is a feeling of ownership. WOW worked with one site that identified the barrier of "lack of good information on nontraditional options" as its priority. However, a number of Team members left the meeting during the strategy selection step. When the remaining Team members decided to launch an ambitious publicity campaign, including production of a video, the members who had departed later expressed no ownership in the project. In fact, they denied that the Team had even decided such a course and actively spoke against it at the next Team meeting. If Key Leaders sense there is a lack of ownership, it may be helpful to stop and review with the Team the steps already accomplished and the effort that has been invested in the Project. Reviewing the project's overall goals and specific activities can reinforce the long-term benefits of the EEOP. Lack of ownership can also be indicative of deeper conflicts between groups of people on the Team (i.e., school vs. community) and Key Leaders may need to use conflict resolution skills to resolve those issues that are blocking progress.

Negativity: This is one place in the meeting where those who are not really supportive of females in nontraditional classes will begin to throw cold water on all activity suggestions. Depending on what influence such people have, they can slow the momentum of the Team and possibly obstruct progress. Key Leaders must be ready to take charge of the meeting and not let one or two individuals inhibit the others. Key Leaders may need to deal with the person on an individual basis and let it be known that he or she will be expected to support the Team's efforts.

Concern for Costs: As soon as you start listing activities, someone will raise the issue of costs. Key Leaders need to turn the Team into problem-solvers. If the Team really wants to pursue certain activities, then it is part of the EEOP process for the Team to secure needed resources when the plan is developed. The diversity of the Team members is important at this point. The sex equity coordinator may be able to volunteer funds; the administrator may have discretionary monies in the budget; the employer may be able to donate in-kind products, facilities or a consultant.

SUPPLEMENTAL MATERIALS FOR STEP 4

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- Barrier-Breaking Brainstorms
- Equity Visualization Exercise

Step 4

Barrier-Breaking Brainstorms
(30-Minute Exercise)

Break the Team into small groups and distribute this worksheet to everyone. Small groups should discuss the questions and record responses. The list of activities generated should be used when selecting final strategies.

What is the barrier?

How does this barrier have an impact on the system?

What group does this barrier most effect? (Potential students, current students, re-entry students, students of color, etc.)

What is the target location for overcoming the barrier? (Admissions office, classroom, home environment, feeder school, employers, etc.)

Who is most likely to resist efforts to eliminate this barrier?

Step 4

Who is most vital to the success of eliminating this barrier?

Who is most likely to support efforts to eliminate this barrier?

What activities will help to overcome this barrier?

Equity Visualization Exercise
(30-Minute Exercise)

This exercise should be conducted with the Team together as a large group. There should be one Key Leader playing the role of facilitator and one or two others ready to post ideas on six large sheets of newsprint. Each sheet should be labeled with a different theme: Environment, Programs and Services, Students, Personnel, Community, Educational System.

The facilitator should begin talking to the Team, telling them to imagine that overnight, equity is in place within the school. The Team is to imagine what that means in terms of real differences within the school and community. Give the Team several minutes to get into the mood of the exercise. The facilitator should continue prompting Team members by repeating the scenario. Tell the Team to focus their thinking on what they would see different in the school: in the environment, in the programs and services offered, in the students, in the personnel, in the community, in the educational system itself.

After having the Team visualize for about 5 minutes, have everyone begin telling what they saw. Recorders should post the ideas on the appropriate sheets of newsprint. Do not allow discussion of ideas. This is a brainstorming type of exercise.

Sample responses might include:

- Environment--pictures of students doing nontraditional activities on the walls in the hallway
- Programs and Services--daycare program for students in nontraditional classes; pre-enrollment orientation for nontraditional students
- Students--balanced gender enrollments in all classes
- Personnel--more female teachers in nontraditional classes; full-time counselor in nontraditional opportunities
- Community--role models as speakers; internships for nontraditional students
- Educational System--coordination between home and feeder schools regarding nontraditional enrollments; equity activities mainstreamed into life of school or college

The facilitator can use these or other sample responses to prompt the Team to begin offering ideas.

When the lists have been completed, the Team should go back and decide, item-by-item, if the ideas listed are:

- Current On-going Activities
- Activities in the Development Stage
- New Ideas

This will give the Team a sense of what equity work is already in progress, what needs to be supported as it is being developed and what new ideas might be taken on as part of the EEOP Plan.

Step 5: Develop the Plan

The final task for the Orientation/Planning meeting is to develop, in preliminary detail, the equity plan for implementation. The duel role of the Team as both planner and implementor is most evident during the work on Step 5.

Key Leaders will want to make sure that two things happen during this step:

1. that the right people are linked together for planning and implementing the specific activities, and
2. that Team members make commitments to their assignments and responsibilities.

Planning Process

It is best to move directly into planning after the selection of activities in Step 4. Key Leaders should break the Team into smaller task groups. Other EEOP Teams have accomplished Step 5 in one of two ways: (1) dividing into one small group per barrier and planning all of that barrier's selected activities, or (2) dividing into one small group per specific activity to be planned (this works better when only one barrier has been chosen as a priority).

It is very important for Key Leaders to make sure that the most appropriate people to plan a certain activity are working together. This may mean that one group will be composed of predominantly school-related personnel, while another may be more of a community/school mix.

Each Key Leader should sit with a task group to keep the planning process on track. Task groups should use the Planning Guide form (included in the supplemental materials) and concentrate on filling in the information about **Action Steps, Resources** and **Timelines**. Don't get bogged down in details. Simply get the main points listed so that there is a reasonable outline of what needs to be accomplished.

At this point, the task group may identify people who are currently not Team members, but who should be involved with implementation of a particular activity. Inviting additional people to assist the Team with specific events or projects is an important way to expand the work of the Team and to increase the diversity of those involved. Responsibility for contacting those persons should be assigned.

Once the groups have completed a form for each selected activity, a recorder from each group can report to the larger group what the plan outline is. By sharing the preliminary plans, the Team can leave the Orientation/Planning meeting with a definite sense of accomplishment, a feeling of forward movement and a clear understanding of what each member's own role will be in implementation.

Before the meeting is adjourned, Key Leaders must let the Team know what the next steps will be. The amount of time lapsing between planning and beginning implementation of the plan should be kept to a minimum. Most likely, you will want the task groups to reconvene within two weeks and complete any necessary planning and to begin implementation of activities.

Be sure to have Team members complete the evaluation forms (see p. 51 under Step 1). Key Leaders will need to review these responses to make sure that the Team is feeling positively about the EEO Project and that people are clear about their roles. If you see a negative trend for any of the questions, the Key Leaders will need to problem-solve solutions.

Next Steps for Key Leaders

Congratulate yourselves! You have now accomplished Steps 1-5 of the EEO Project and are on your way to achieving results. There are some things Key Leaders will need to do as follow-up to this Orientation/Planning Meeting:

1. Take the outline Planning Guides that the task groups completed and combine them into a coherent, comprehensive plan. Look for overlapping activities, missing information and any problems that may inhibit implementation. Either make decisions as Key Leaders to resolve any problems or direct the task group to address any issues at its next meeting.

2. Once the plans have been combined, minutes of the meeting, along with the full plan, must be sent to all Team members. Included with this information should be notification of the next meetings, whether they are of the full Team or of individual task groups.

3. Team members who did not attend the Orientation/Planning Meeting should be contacted by telephone and brought up-to-date. They too should receive the minutes and a copy of the plan. It is important to secure their commitment to the EEO Project and to give them an assignment to a task group. Replace anyone who will not accept the full responsibility of being an EEOP Team member.

Completing the Planning Guide

The task groups will have focused on completing three sections of the planning guide for each activity. The full plan must include the other elements of a plan: objectives and evaluation measures. Key Leaders can either develop these themselves, once they have seen the total plan, or they can turn it back to the task groups to complete.

Following are some suggestions for completing the Planning Guide:

> Objectives: develop measurable objectives for the specific activity. For example, if the barrier is "lack of accurate information about nontraditional options" and one activity will be to pass out literature at a career fair, then the objectives might be:
>
> 1. to distribute 200 nontraditional options brochures; and
>
> 2. to sign-up 50 female students for counseling appointments.

It will be important during the evaluation process to be able to refer back to measurable objectives.

> Action Steps: list all the steps that must be done to complete the activity. Staying with our same example, those might include:
>
> 1. contact career fair planners and arrange for booth;
>
> 2. develop and produce brochure;
>
> 3. recruit people to distribute brochures; and
>
> 4. arrange with counseling staff for follow-up appointments.
>
> Resources: remember that resources will include money, people, materials and time. For all steps in the above example, an estimate of resources needed might include: three people, 20 hours of time and $75 for reproduction of brochures.
>
> Timeline: this needs to be established so that coordination of all activities can take place and to ensure that tasks are accomplished in a timely manner. It may be sufficient at this point to simply note the beginning and end dates for discrete activities. Our example might require efforts for six weeks prior to the career fair and one week after it for follow-up.

Assigning Responsibility: oversight of specific activities and/or individual action steps must be clear. Key Leaders will need to make sure that the right people are linked to the right activities and assignments.

Evaluation: by using the measurable objectives, the Team can determine if the activity was successful and analyze what might be changed for the next time. It is important to keep in mind the institutionalization goals of the EEO Project (see Step 7). During the evaluation of each activity, there must be a mechanism for building into the mainstream of the organization the continuation of successful equity efforts. For example, if the Team establishes that there should always be a specific booth distributing literature about nontraditional options at the annual career fair, those who normally plan the event must incorporate that into the arrangements.

Things to Anticipate

Disengagement: If the activities chosen only involve the school and its personnel, some community or employer Team members may begin to disengage themselves from the planning process or from accepting any implementation responsibility. As mentioned in the previous section, finding a role for each Team member in plan implementation is important.

Lack of Clarity about Role: Some Team members will finish the day and still not be sure what they are supposed to do now that the planning is finished. Key Leaders should include a check-in time at the end of the meeting for everyone to express what they understand their next steps to be.

Lack of Ownership: Some Team members may try to put all responsibility for the success of the EEO Project onto the Key Leaders. Community people may try to put responsibility onto the education people. Key Leaders must be sensitive to using language that is always inclusive of the Team: "our EEO Project." Making sure that the barriers and activities selected include various elements of the Team will be important. Having an open discussion with the Team about ownership of the Project may be necessary.

Too Ambitious: It is best for the Team to focus on a limited number of activities that can be accomplished, rather than biting off more than it can chew. One site decided that only two things were most important to accomplish in the first year: (1) to develop and institute a career development curriculum unit in a required class and (2) to institute a lunchtime program of discussions with community women in nontraditional jobs. Those activities have been successfully installed in the high school and the Team can feel successful.

Not Being Specific: The Team members may be tired at the end of the day and may want to give short shrift to the planning process, or leave it to the Key Leaders. Don't let the Team off the hook for developing the plan. While some pieces of the plan may need revision or must await additional information for completion, identify all other elements.

Lack of Clarity About Next Steps: It is very important to maintain momentum and keep Team members focused on the tasks of implementation. Key Leaders must be prepared to tell Team members what their next steps will be.

SUPPLEMENTAL MATERIALS FOR STEP 5

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- Planning Guide
- Checklist for EEO Project Plans

Step 5

Planning Guide

Project Site____Date____________

Goal____

Objectives____

____

____

Action Steps	Resources Needed	Timeline	Evaluation

Step 5

Checklist for EEO Project Plans

Key Leaders can use this checklist in reviewing the preliminary plans, or it can be distributed to task groups.

_____ Is the Goal related to the barrier to be overcome?

_____ Are the Objectives measurable?

_____ Are the Action Steps specific activities which will achieve the goal?

_____ Do the identified Resources Needed take into account:

    _____ funding
    _____ people
    _____ materials
    _____ facilities

_____ Do the people involved with plan implementation include:

    _____ school/college administrators
    _____ teachers
    _____ counselors
    _____ students
    _____ employers
    _____ women's/youth advocates
    _____ union/apprenticeship
    _____ other community groups

_____ Are timelines realistic to allow the work to be done?

_____ Has a way to evaluate results been included in the plan?

Step 6: Implement the Plan

Key Leaders play a critical role in facilitating the implementation of activities selected at the Orientation/Planning Meeting. There are five areas where their continued leadership is imperative:

1. Ensuring that work groups function,
2. Monitoring progress,
3. Adjusting the plan when necessary,
4. Coordinating publicity about the Project and
5. Networking with each other.

Work Groups: most EEOP Teams choose to have smaller work groups, composed of Team members and appropriate others, carry out implementation of specific activities. The larger Team meets periodically to assess progress, share information and plan for ongoing work. Each EEO Project site should develop a method of on-going work that fits its own situation. Whatever method is chosen, Key Leaders need to make sure that work groups meet and that individual Team members are clear about their responsibilities and follow through.

Monitoring: Key Leaders need to know at all times what is being done and who is doing it. Key Leaders must take the lead in monitoring the accomplishment of specific tasks and find a mechanism for keeping the Team informed of progress. One site issued a monthly newsletter to Team members and other personnel in the school to keep them interested. Large Team meetings could then be held to a minimum while smaller task groups worked on individual projects. Documentation of efforts and activities is important and Key Leaders should make sure that all efforts are recorded. This will be valuable during evaluation and also for institutionalizing activities.

Adjusting: While it is very important that work plans have been developed as part of Step 5, those plans may need to be adjusted as conditions change within the institution or as new opportunities open. Key Leaders may need to make decisions regarding the revision of plans because of changes in personnel, funding or other factors.

Publicity: The Team should be encouraged at all times to feel proud of the work it is doing. Key Leaders should see that there is ongoing publicity about the EEO Project and its activities. Using existing vehicles (such as faculty newsletters, school bulletins, state sex equity newsletters, community newspapers, campus and community radio programs or other media and publications), Project activities should be presented as part of the comprehensive approach to sex equity that the EEOP is designed to foster.

Networking: Key Leaders must stay in touch with each other during the work of the EEO Project. Even if responsibility for monitoring different activities has been divided, Key Leaders must continue to work together and model the cooperative partnership between the school, the community and advocates. Often, if a difficulty arises with one work group, it may be one of the Key Leaders who can bring the leadership or resources to bear on the project. If the Project is running into difficulty from a higher level of administrative authority, a united front of Key Leaders can be powerful in winning support.

Try It!: Being creative, having a sense of fun and working on projects that seem "do-able" have been part of the keys to success at other sites. Key Leaders from other EEO Project sites have expressed the feeling that it is very important to move ahead and just try some different activities.

Things to Anticipate

Lack of Resources: It is always possible that once things are underway, missing resources will impede progress. While some equity activities can be accomplished with minimal investment, others may take funds that are not immediately available. The Team will need to be creative in meeting these needs and call on each other for contributions. For example, the business representative may be able to donate in-kind printing of materials. (Refer to Chapter II, the section on Funding the Project.)

Resistance from Others: As the Team goes about implementing activities, members may encounter resistance from others. For example, if the plan is to conduct in-service training on sex equity and nontraditional options with staff, other teachers and counselors may not be responsive. Or, the community advocate who is working to secure nontraditional role models from area employers may run into problems with reluctant supervisors.

It may be useful for the Team to do some role-playing of difficult situations and develop responses to the questions or remarks of others who do not support women in nontraditional roles. Valuable information about additional barriers can be learned from those who are not supportive of the Project.

Ambivalent Team Members: Team members must present a united front once the EEO Project plans are made and being implemented. Even Team members who have ambiguous feelings about all equity concepts need to behave in front of others as if they support the EEO Project in its entirety. Team meetings can be used to explore sex equity issues and to help ambivalent Team members resolve questions.

Lack of Follow-Through: Some Team members may not carry out their assigned responsibilities. Key Leaders need to problem-solve with those persons or replace them if necessary. Not all Team members will be able to, nor should they, make the same contributions as other Team members. It may be more appropriate for some Team members to be involved in the day-to-day development and implementation of selected activities. Others may have access and expertise in the fundraising area and should work on that. Maybe someone from the Team will coordinate publicity efforts for all activities. Key Leaders should make sure that Team members contribute their skills and resources in the most appropriate ways. However, all Team members should be involved in some way--this is a working Team.

Need for Additional Personnel: The need may become apparent for additional personnel on certain task groups. It is always possible to add resources to the Team or to specific working groups. For example, one site undertook a publicity campaign about its nontraditional options and invited someone from the community with expertise in public relations and media to participate.

Waning Interest: As the Project moves past the initial stages of barrier identification and plan development, you may find that some Team members will start to lose interest. It is important that each Team member has some responsibility for a piece of implementing the plan. If someone cannot be a part of task implementation, make them a member of an evaluation task force.

SUPPLEMENTAL MATERIALS FOR STEP 6

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- Progress Tracker

Step 6

Progress Tracker

A Progress Tracker form should be completed monthly by the task group or person responsible for implementation for each planned activity.

Date____________________

Activity____

Person Accountable for Implementation__________________________

Tasks Involved (List Steps)	Deadlines Accomplished Yes	Deadlines Accomplished No

Problems, Obstacles____

Solutions____

Step 7: Evaluate the Plan

The final step in the EEO Project cycle is evaluation of both the shorter-term and long-term accomplishments of the plan. Step 7 is critical if sex equity efforts are to be institutionalized. There are really two phases to this step:

1. assessment of activities and
2. revision of the plan for on-going work.

It is not enough for specific activities to have been successful in meeting objectives if those same activities are not incorporated into the mainstream of the institution.

The entire Team needs to meet for an evaluation session during the twelfth month of the Project. Specific work groups or individuals who have had implementation responsibilities will need to compile their data or prepare evaluation reports for everyone to review.

Whether discussing short- or long-term measures, the Team should keep in mind the question "What difference did it make?" This question is really the heart of the EEO Project: making a difference in the life of the institution and the students within it.

Short-Term Measures

Short-term measures are the objectives developed for individual activities addressing specific barriers. These should be relatively easy to assess: Were 250 brochures distributed? Did 75 students participate in a special program? Was a counselor funded for half-time specialization in nontraditional options?

The Team will want to discuss the short-term accomplishments. What activities were successful? What were the key elements of that success? Why did some activities fall short? What could be different if the activity will be tried again? Are there follow-up activities that should be initiated?

Long-Term Measures

There are nine long-term measures for the Team to consider (see the Evaluation Report form on p. 131):

1. Increase in female enrollments in nontraditional classes.

2. Retention of females entering nontraditional classes.

3. Personnel added or designated to assume equity/nontraditional responsibilities.

4. Amount of funding allocated to equity activities integrated into budget.

5. Changes in policies supporting equity goals.

6. Changes in or addition of programs supporting equity goals.

7. Establishment of ongoing mechanism for planning equity activities.

8. Job placement in nontraditional areas.

9. Retention in nontraditional employment.

These goals are long term. It is unrealistic to expect dramatic increases in female enrollments after the first year of the EEO Project. Retention rates of those females who do enroll will need to be tracked over a longer period of time. Keeping these statistics will be an important part of institutionalizing the EEO Project process.

The Team and its Key Leaders must always keep in mind the long-term thrust of the Educational Equity Options Project. Its ultimate goals must not be forgotten in the rush to accomplish specific activities.

Ongoing Planning

As with any feedback mechanism, the result should be a revision of the plan and the continuation of the cycle. The Educational Equity Options Project is a cycle that must be perpetuated in order to achieve the long-term goals outlined above.

The Team will need to take its evaluation information and see what revisions in the plan will be necessary for the next year of the Project. Will a new barrier need to be addressed? Is there an activity which should be repeated but done in a different way? Can a barrier be considered eliminated? Is it time to add activities to further address existing barriers? These are the kinds of questions the Team must answer.

The second year of the EEO Project should follow the same cycle of seven steps. After a year's experience with the

Project, and after having accomplished important objectives, the Team should feel more confident in its equity work.

Step 1 review Team membership and add people if necessary.

Step 2 review the enrollment statistics after the first year of the Project and compare them to the figures of a year ago. Some Teams want to resurvey their constituent populations to uncover any changes in equity perceptions.

Step 3 review the original list of barriers. Does the Team want to tackle a new one? Plan further activities in response to the current one?

Step 4 select new or revise current activities.

Step 5 develop the new plan.

Step 6 implement the new plan.

Step 7 evaluate accomplishments, revise and begin again.

Things to Anticipate

Change of Personnel: After a year of EEO Project work, some members of the Team may need to rotate off. There may need to be a change in the Key Leader group. It is possible that the ongoing planning will be assumed by another group within the institution. If the site wants to continue with the structure established during the initiation of the EEO Project, substitutions will need to be made for any changing personnel.

False Sense of "We Did Equity": Some people may feel that when a year has been given to equity planning and implementation, then the problems are solved. Members of the Team should understand that the problems are complex and interrelated and know that the efforts must be ongoing. Make sure that all others in the school or community understand the continuing nature of equity work.

SUPPLEMENTAL MATERIALS FOR STEP 7

The following materials may be reproduced directly from the manual or are sample formats which can be adapted and produced as appropriate:

- Evaluation Report

Step 7

Educational Equity Options Project

EVALUATION REPORT

Site____Date________________

Long-Term Measures

	Yes	Not Yet*
1. Has there been an increase in the number of females entering nontraditional classes?	________	________*

In which classes/by how much?________________________________

____

*Explain____

____

	Yes	Not Yet*
2. Has retention of females in nontraditional classes improved?	________	________*

In which classes/by how much?________________________________

____

*Explain____

____

3. Have females been placed in nontraditional employment or further education? ________ ________*

In what fields?_______________________________________

____

*Explain____

____

4. Have females been retained in nontraditional employment or further education? ________ ________*

For how long?____

*Explain____

____

5. Have any personnel been added or designated to assume equity/non-traditional responsibilities? ________ ________*

What positions?____________________________________

____

*Explain____

____

6. Has ongoing funding for equity activities been secured? ________ ________*

How much/from what sources?____________________________

____

For which activities?__________________________________

____

*Explain____

____

7. Have any policies been added or changed ________ ________*
to support equity goals?

List policies___________________________________

____

*Explain____

____

8. Have any programs been added or changed ________ ________*
to support equity goals?

List programs___________________________________

____

*Explain____

____

9. Has the school adopted an ongoing ________ ________*
for planning equity activities?

Describe process____

____

*Explain____

____

IV. EDUCATIONAL EQUITY OPTIONS PROJECT ACTIVITIES

This chapter contains the Sex Equity Awareness training module to be conducted as part of the all-Team Orientation/ Planning Meeting. A sample agenda and instructions for carrying out each segment have been included. There is also an extended format, so that this same module may be used as an in-service training with other personnel of the educational institution or interested community/employer groups.

The second section of this chapter is a listing of other activities appropriate for EEOP Teams to consider after selecting their priority barriers. The Team should think about these activities in conjunction with any other events or activities which are already scheduled and could incorporate equity themes and messages.

The Sex Equity Awareness training modules were developed for this manual by the New York State Occupational Education Equity Center, 47 Cornell Road, Latham, NY 12110-1402.

Sex Equity Awareness Training

It is suggested that Key Leaders secure the assistance of someone experienced in sex equity training to conduct this session at the Team Orientation/Planning Meeting. If the state Sex Equity Coordinator is not available, there may be a locally based sex equity specialist (at an area college or secondary school) who could be asked. Other possible trainers can include an experienced staff member from a community-based women's advocacy organization or other outside consultant. The selected person(s) may have his/her own ideas about training segments and that is fine.

If it is not possible to have an equity specialist or other outside trainer conduct this session, the Key Leaders will need to be responsible. All of the activities included in both the two- and three-hour sample agendas have been used often by sex equity facilitators with excellent results.

When Key Leaders will conduct this session, they should try out the activities with supportive colleagues before attempting to use them with the Team. The more experienced Key Leaders are with using the exercises, the more comfortable they will be with facilitating personal reactions, asking probing questions and summarizing the results for the Team.

The two-hour program will introduce the Team to some basic concepts surrounding sex equity:

1. The concepts of stereotyping, bias and discrimination; and how they interrelate.
2. How sex stereotyping begins at birth and is perpetuated by our social structure.
3. How sex stereotyping affects our life choices and experiences.

The three-hour program introduces an in-service group to these same basic concepts but also presents them with facts that underscore sex-based inequities in our society. Each program asks participants to identify examples of sex-role stereotyping (or biased behavior) in their school (or other) setting.

Educational Equity Options Project

Sex Equity Awareness Training--2 hours

10 minutes	Introduction of Trainer
15 minutes	Greeting Card Exercise
20 minutes	Definitions: Stereotyping, Bias, Discrimination
30 minutes	How Would My Life Be Different Exercise
30 minutes	Sex Bias in Schools--A Guided Fantasy
15 minutes	Summary

Educational Equity Options Project

Sex Equity Awareness Training--3 hours

15 minutes	Introductions (Trainer and Group)
15 minutes	Greeting Card Exercise
20 minutes	Definitions: Stereotyping, Bias, Discrimination
30 minutes	How Would My Life Be Different Exercise
10 minutes	Break
50 minutes	Startling Statements Exercise
30 minutes	Sex Bias in Schools--A Guided Fantasy
10 minutes	Summary

Greeting Card Exercise

Purpose: To introduce the concept of sex-role stereotyping

Materials: An equal mix of "It's a Boy" and It's a Girl" birth celebration cards (at least one card per every two participants)

Process:

- Place the cards randomly on tables or chairs for participants to look at before workshop begins.
- To begin the exercise, ask people in pairs or in small groups to describe to each other how the cards represent infant boys and girls.
- After 3 minutes of small group or paired discussion, ask people to share their conclusions as a large group. Focus on the stereotypes presented by the cards (i.e., different colors for the sexes; boys more active, misbehaving; girls passive, controlled and so on.)

Important Points to Make:

- Sex-role stereotypes are assigned at birth, as the cards demonstrate; such stereotypes limit our perceptions of what boys and girls are, and can be as human beings.

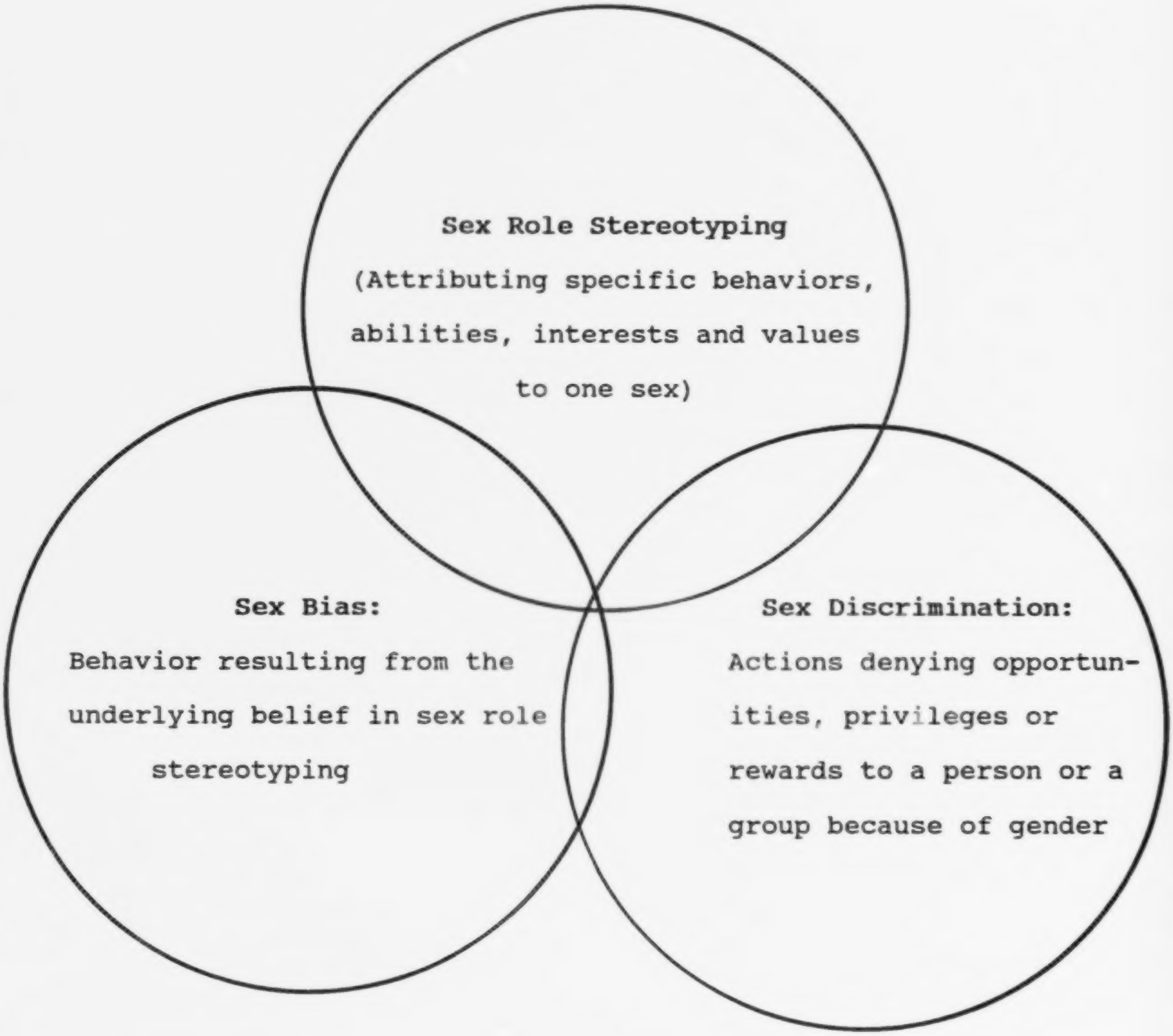
* Ask the group how these stereotypes manifest themselves later in children's lives.

Definitions: Stereotyping, Bias, Discrimination

Purpose:	To define these concepts and show how they interrelate
Materials:	Handout of circle chart (see next page)
Process:	Present the definitions of stereotyping, bias and discrimination as they appear on the chart. Ask the group for examples of each concept. Explain how these concepts are interrelated.

Important Points to Make:

- * The belief in stereotypes leads to biased behavior which can lead to discrimination, which is illegal.
- * The key to achieving sex equity is recognizing and counteracting stereotyping and bias before laws are broken (discrimination).



Sex Role Stereotyping

(Attributing specific behaviors, abilities, interests and values to one sex)

Sex Bias:

Behavior resulting from the underlying belief in sex role stereotyping

Sex Discrimination:

Actions denying opportunities, privileges or rewards to a person or a group because of gender

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Adapted from Sex Equity in Education: Readings and Strategies. Anne O'Brien Carelli, ed. c 1988, Charles C. Thomas Publishers. Springfield, IL.

How Would My Life Be Different?

Purpose: To make a personal connection with sex role stereotyping; to demonstrate how stereotypes are perpetuated by society

Materials: Newsprint pad, easel, markers, tape; paper and pen for each participant

Process:

* Give participants 5 minutes to write their responses to the question: "How would your life have been different if you had been born a member of the opposite sex?"
* Divide participants into groups of 3-5 and ask them to share their written responses with the small group.
* After 8-10 minutes, ask each group to pick one response that was particularly poignant or revealing to share with the large group.
* When all of the small groups are completed sharing, ask the large group to "brainstorm" stereotyped messages about what people can and can't do; who people are and are not. Record these messages on the newsprint sheets and tape up in the room for the remainder of the training sessions.

Important Points to Make:

- Try to divide the small groups so that there is a mix of both gender and race.
- When conducting the "brainstorm" section of this exercise, lead the group into considering stereotyped messages about a diversity of people--males/females, members of racial and ethnic groups, people with disabilities, older persons.
- At the end of the exercise, the facilitator should point out that stereotypes are pervasive and woven into the fabric of our society. We are all affected by stereotypes, whether we hold them or are the target of them. Students particularly need to be made aware of stereotypes and encouraged by the institution to consider a wide range of life and career choices. Adults within the educational institution and the community need to be aware of stereotypes and how their behavior may be affecting others, students and colleagues.

Adapted from The Equity Principal, c. 1987, Dolores A. Grayson and Los Angeles County Office of Education. Downey, CA.

Sex Bias in Schools--A Guided Fantasy

Purpose: To recognize examples of stereotyping and bias in the educational institution

Materials: Newsprint pad, easel, markers; papers and pens for participants

Process:

- Divide into small groups of 5 each.
- Ask participants to close their eyes; for 5-10 minutes, take participants through a guided fantasy of the school building or campus. Tell them to "see" the main door, the hallways, the guidance office, the gym, classrooms, etc. Ask participants to make mental note of the people and activities they see, the messages on signs and bulletin boards, the way people and things are organized, etc.
- Now ask participants to open their eyes and take about 10 minutes to talk in their small groups about any mental observations of sex-stereotyped messages or biased behavior; someone in each small group should take notes.
- In the large group, have small group recorders share their notes about the observations. List examples of stereotypes and biased behavior on the newsprint pad.

Important Points to Make:

- Encourage people to share observations even if they aren't sure if their example involves stereotyping or bias.
- If the small groups are slow to generate observations, ask leading questions, such as "Was the principal male?" "Were the gym classes sex-segregated?" "Were all the math teachers male?"
- There may be people among the participants who have not been in the school building or on the campus recently. Tell them to think about any school they have experienced.

Startling Statements Exercise

Purpose: To learn facts that demonstrate sex inequities

Materials: 6" x 9" index cards, tape, string or pins; paper and pencils for participants; answer sheets

Process:

* Write one startling statement on each card (prepare in advance) and affix one card to each participant's back (if there are more participants than cards, prepare a duplicate set of cards).
* Without trying to find out what their startling statement is, participants should circulate around the room and ask 3 people to read the card and give an answer. Participants should take an average of the 3 responses to share with the large group.
* When everyone has gathered and tallied their 3 responses, ask participants to take the cards from their backs and read the statement and the average of the responses.
* As each statement and average answer is shared, facilitator should give the correct statistic from the answer sheet.
* After each statement has been shared and the correct statistic given, have the group discuss the implications of the statistics.

Important Points to Make:

- In the discussion after each statement, be sure to explore the misperceptions exhibited if the average of responses to a statement were significantly off-base.
- After the discussion of each statement, ask the group to respond generally to the question: "What do these statements infer about the way schools are preparing students, particularly females, for the work force?"
- This activity is rich in possibilities. Do further research into the statements and be prepared to assist the group in reaching conclusions about the real status of women in the work force. Be sure to include discussion about the special impact that the combination of sex and race bias has on females of color.
- Facilitators can add startling statements that are reflective of the work force in the local community or state.

Adapted from Project Equals, Laurence Hall of Science, University of California, Berkeley, CA.

Startling Statements with Answers

1. In 1987, women were _______% of all engineers. (7%)
2. In 1987, women were _______% of all clerical workers. (98%)
3. In 1987, women were _______% of all skilled crafts workers. (8.5%)
4. In 1987, _______% of all women workers were in non-professional jobs. (76%--those in professional jobs were mostly teachers and nurses)
5. As of 1987, _______% of science and engineering doctorate holders were female and _______% were people of color. (16% and 11%--mostly Asian)
6. As of 1987, _______% of humanities doctorate holders were female and _______% were people of color. (31% and 7%)
7. It is estimated that ______% of female vocational education students are enrolled in traditionally female-dominated programs. (70%)
8. Currently, women earn an average of 64 cents for every $1 earned by men; by the year 2000, women are projected to earn _______ cents for every $1 earned by men. (75 cents)
9. In 1987, women of color were _______% of all women workers. (20%--half of them employed in service occupations)
10. The unemployment rate for women of color is almost ______ times the rate for white women. (two times)
11. On average, women of color earn ______% less than white women. (15%)

12. By the year 2000, the number of Hispanic women in the labor force will increase by _______%. (85%)

13. By the year 2000, the number of Black women in the labor force will increase by _______%. (33%)

14. By the year 2000, _______ in every 10 new entrants to the labor force will be Asian, American Indian and Alaskan native women. (one)

15. Between now and the year 2000, _______ out of three new entrants to the labor force will be women. (two)

16. Currently, one of every _______ American workers reads at no more than 8th-grade level. (five--and one in eight reads at less than 4th grade.)

17. _______% of displaced homemakers have an 8th-grade or less education. (35%--and 39% of those women are in poverty)

18. Nearly ______% of female single parents have an 8th-grade or less education. (40%)

19. Young women with below average basic skills and who live in poverty are _______ times more likely to be teen parents. (5.5 times)

20. By the year 2000, only _______% of all new jobs will belong to low-skill categories of work. (27%)

Source: National Commission on Working Women, National Coalition for Women and Girls in Education, Project on Equal Education Rights, National Research Council, Bureau of Labor Statistics

Summary

Purpose: To reinforce the goals of the Educational Equity Options Project; to encourage further exploration of sex equity issues

Materials: handout of EEOP goals

Process:

* Distribute the handout of the EEOP goals.
* Invite the group to comment on the sex equity awareness training exercises they have just finished. Ask them: "Was there anything that surprised you?" "Do you feel that you have a better understanding of sex equity issues?"
* Review the goals of the EEO Project and emphasize how they relate to eliminating stereotyping and bias within the educational institution.
* Ask several participants to share how they will use their new understanding of sex equity issues to further the work of the EEOP Team.

Important Points to Make:

* Be prepared to respond to anyone who expresses a negative feeling about the sex equity training. An effective technique after a negative comment is to ask the group, "How do the rest of you feel about that?" Usually one or more people will respond on a more positive note and neutralize the negativity. Stress

that this is a new subject area for many and we will continue to learn together. The educational Key Leader should be ready to reassert the institution's commitment to the EEO Project.

* Have the resource bibliography (Section V) handy if an interest is expressed in a particular area of sex equity, so that additional materials can be suggested for follow-up reading.
* If the participants are a group other than the EEOP Team, ask them "How are you going to use the new awareness that you've gained from this workshop in your daily work."

Goals of the Educational Equity Options Project

1. To identify specific barriers to female enrollments in nontraditional programs.
2. To plan activities to address those barriers and help overcome the effects of sex-role stereotyping and bias.
3. To build support within the community at-large consistent with the educational institution's efforts.
4. To institutionalize equity activities so that they become a part of the mainstream of school/college life.

Possible EEO Project Activities

During the five years that the EEO Project has been field-tested in ten educational sites around the country, a wide variety of activities have been implemented as a result of the Project. Each site developed its own plan in response to the identified barriers, and selected activities particularly targeted to overcoming those barriers.

Following are highlights of the accomplishments from some pilot EEO Project sites:

- Two high schools developed and instituted sex equity awareness and career exploration curriculum modules.
- One community college produced a video targeting Hispanic women as potential students in the technology department.
- Sex equity awareness in-service training have been held with teachers and counselors at a number of schools.
- Over 100 women completed a "pre-enrollment" program designed to introduce potential students to a variety of nontraditional technical training options--80 women indicated their intent to enroll in the community college.
- Child care for nontraditional students is being provided in several schools.
- Two secondary occupational schools involved their Business Advisory Councils in providing nontraditional role models and other support for EEO Project activities.

Based on the experiences of the EEO Project sites, the following are possible activities for Teams to initiate in response to their targeted barriers. The activities are grouped by categories and it is possible that some activities will overlap into other areas.

Recruitment

- Review all recruitment materials to see that females are represented as nontraditional students in pictures and that the text addresses why females might be interested in such classes.
- Develop materials specifically targeted to students and parents to explain nontraditional options.

- Review which personnel conduct outreach and recruitment to see if they represent the diversity of the school and community and if they are comfortable discussing nontraditional options with students.
- Produce a video tape introducing students to nontraditional options in the educational institution.

Pre-Enrollment

- Review prerequisites (math, manual dexterity, science, familiarity with tools) to programs to determine which are truly necessary and which may actually act to screen out females.
- Offer additional classes to meet prerequisites to nontraditional programs.
- Conduct in-service training with counselors on sex equity awareness and nontraditional options.
- Make sure that good testing for skills and interests is in place and that females are not discouraged from pursuing nontraditional options if their skills and interest lead in that direction.
- Designate at least one guidance counselor as a specialist in nontraditional classes and advertise this to students.
- Conduct tours of your facilities and present workshops introducing prospective students to nontraditional class options.
- Develop a summer program for younger students that explores nontraditional options; track and encourage their enrollment in such classes when they enter the school.

Classrooms

- Target a specific class in a nontraditional area for review and redesign to attract students.
- Develop a curriculum module that includes information on sex role stereotyping, career exploration and planning, nontraditional educational options and other related topics for incorporation into a regularly scheduled course (i.e., communications, social studies, introduction to occupational education, etc.)

- Conduct sex equity awareness training sessions with instructors.

- Review teaching materials for sex bias and revise or change.

- Hire female instructors to teach in nontraditional classes.

- Conduct exit interviews with female students who have dropped-out of nontraditional classes to determine the reasons they did so.

Linkages with the Community

- Work in conjunction with other women's or girl's advocacy and service providing organizations (i.e., YWCA, Girl Scouts, Girls Clubs, employment/training programs) to explore nontraditional options and distribute recruitment literature.

- Solicit area businesses: for persons in nontraditional jobs to speak as role models in classes or career fairs, to host field trips, to provide training and job opportunities.

- Create an industry advisory counsel for nontraditional programs.

Support Services

- Provide child care for students in nontraditional programs.

- Establish clubs or other groups for students in nontraditional programs.

- Establish a scholarship for students in nontraditional classes.

- Assist students with transportation to work-study, on-the-job training sites.

- Develop a mentorship program matching nontraditional students with community women who are role models in nontraditional jobs.

- Provide career information sessions during lunch periods featuring short presentations by community women working in nontraditional careers.

Environment

- Establish a strong policy against sexual harassment and communicate it to school personnel and students; monitor enforcement.
- Survey the hallways and classrooms to ensure that posters, photographs, student displays and other visuals are free of sex bias and present nontraditional options.

V. RESOURCE BIBLIOGRAPHY

This is a selected list of educational equity resources and is not meant to be exhaustive. There are many videos and other materials available through each state's department of education or from a regional resource center (see listings on page 177). Due to the regionally restricted availability of some of these products, they are not listed by title in this bibliography.

NOTE: Purchase and rental costs have not been included; please contact the listed distributer or publisher to obtain this information.

VIDEOS--FOR SECONDARY AND POST-SECONDARY STUDENTS

Breakout: Women in Trades. 1/2" VHS, 28 min., 1979. Southwest Television: East Central Curriculum Network, Illinois Curriculum Center, Sangamon State University, F-2, Springfield IL, 62794. (217) 786-6375.
Interviews seven women from Texas employed in traditionally male occupations: pipefitter, mechanic, electrician, firefighter, machinist, heavy-equipment operator and chief administrator of the Environmental Protection Agency.

Count Me In: Educating Women for Science and Math. In black and white, 1/2" VHS or 3/4", 1977. Mills College: EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Documentary of a model program at Mills College designed to interest and prepare young women for careers in math and science.

Cowgirls: Portraits of American Ranch Women. 1/2" VHS, 29 min., 1985. Direct Cinema Limited, P.O. Box 69589, Los Angeles CA, 90069. (213) 652-8000.
Women and girls who work as cowgirls present strong, positive role models for women who would like to enter nontraditional fields.

Futures Unlimited. Series, 1/2" VHS and 3/4" U-Matic. Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus, Building 4090, New Brunswick, NJ 08903. (201) 932-2071.
Three 29-minute videos with separate, supplemental poster sets (see p. 175 for listings) including:

Futures Unlimited I: Expanding Your Horizons in Mathematics and Science.

Portrays six college graduates working in nontraditional careers in research, development and management.

Futures Unlimited II: Expanding Your Horizons in Technical and Vocational Education.

Profiles five women working in high-paying trades and technological jobs.

Just Between Sisters: Minority Women in Technology.

Features young, black and Hispanic women working in the world of technology.

Go For It! 1/2" VHS, 29 min., 1985. Alaska Dept. of Education/Office of Adult and Vocational Education, Vocational Materials Library, P.O. Box F, Juneau AL, 99811. (907) 465-4685.

Nine women discuss their training and experiences in the construction field.

***Limited distribution outside of Alaska. Please check to see if this video is available from your regional resource center.

The Life and Times of Rosie the Riveter. 1/2" VHS and 16mm film, 60 min., 1980. Direct Cinema, LTD., P.O. Box 69799, Los Angeles CA, 90069. (213) 652-8000.

A fascinating look at the 18 million women who held jobs in factories and shipyards during World War II. Five black and white women relate memories of their work, feelings of fulfillment and how they were forced to quit when the war was over. Newsreels from the period are included.

The Math/Science Connection. 16mm film, 17 min., 1978. Math/Science Network: EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.

Depicts strategies to encourage girls and women to learn and enjoy mathematics; also describes the reasons and consequences of women's unequal participation in math/science related careers.

Never Underestimate the Power of a Woman. 16mm film, 15 min., 1975. Bureau of Audio-visual Instruction, University of Wisconsin Extension, Madison WI. (608) 262-1644.

Shows women participating in training for various craft jobs.

Nothing But Options. 1/2" VHS, 1/2" BETA, or 3/4" Broadcast, 17 min., 1983. Math/Science Network, 2727 College Avenue, Berkeley CA, 94705. (415) 841-6284.

Profiles five young women in a variety of math/science careers including environmental science, electrical engineering, computer graphics, financial investing and computer systems analysis.

On the Job. 1/2" VHS, 19 min., 1980. Maryland Instructional Television: Agency for Instructional Technology, Box A, Bloomington IN, 47402. 1-800-457-4509. IN, HI, and AK residents call collect: (812) 339-2203.
Sandy has a hard time at first in her new job on a dockyard welding crew. She finds an ally in Jamey, a black co-worker whose experiences when he was new were much like hers, and things take a turn for the better.

On New Ground. 1/2" VHS, 30 min., 1985. National Asian-American Telecommunications Association, Cross Current Media, 346 Ninth Street, Second Floor, San Francisco CA, 94103. (415) 863-0814.
Experiences of 10 Asian-American women working in nontraditional occupations, including police officer, welder and park ranger.

Pretend You're Wearing A Barrel. 16mm film, 10 min., 1978. Women's Issues, Indiana University, Audio-Visual Center, Bloomington IN, 47405. (812) 335-2103.
A middle-aged, divorced woman striving to get off welfare enrolls in a welding course. The film captures Lynn Ryan's determination to take control of her own life and future.

Sandra, Zella, Dee, and Claire: Four Women in Science. 16mm, 1/2" VHS, or 3/4", 19 min. Mills College: EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
A profile of four women in science--astronomer, veterinarian, laser physicist and engineer.

A Tale of "O": On Being Different. Synchronized slide/tape or 1/2" VHS with instructor's guide, 27 min., 1981. Goodmeasure, Inc., 330 Broadway, P.O. Box 3004, Cambridge MA, 02139. (617) 492-2714.
The story of what happens when a lone "O" joins a work group of "X"s. The abstraction helps viewers understand tokenism as a social dynamic by eliminating preconceived notions about differences between the sexes, races or other ways people are divided.

Trade Secrets: Blue Collar Women Speak Out. Available in BETA, 1/2" VHS, or 3/4", 23 min., 1986. Stephanie Antalocy. For classroom rentals: WMM Film Library, 449 West Main Street, Wycoff NJ, 07481. (201) 891-8240. For all other orders: Women Make Movies, Inc., 225 Lafayette Street, Suite 211, New York NY, 10012. (212) 925-0606.
An ironworker, electrician, welder and sprinkler fitter discuss their jobs and the barriers they had to overcome in predominantly male occupations. An instructor, supervisor and a husband share their supportive comments.

Try It: Women and Technical Careers. Series, 1/2" VHS, 16 min., 1987. Access for Women: NYC Technical College, 300 Jay Street, M-407, Brooklyn NY, 11201. (718) 643-4626.

A New York City woman discusses her personal success as a stationary engineer. The other two videos profile an architect and an engineer. This series focuses on women of color.

With Silk Wings: Asian-American Women at Work. Four, 1/2" VHS, 30 min. each, four books included. National Asian American Telecommunications Assoc., CrossCurrent Media, 346 Ninth Street, Second Floor, San Francisco CA, 94103. (415) 863-0814.

Vignettes of Asian-American women at work in professional and nontraditional occupations. Reviews the history of Asian immigrant women in the United States.

Why Not A Woman? Film or video, 26 min., 1976. Pennsylvania Dept. of Education: National Audio Visual Center, Capitol Heights MD. (301) 763-1896.

Examines women's work in the skilled trades, the reasons why women are entering such fields in greater numbers and the myths and stereotypes vs. the realities of women in skilled trades.

Whose Job Is It? 1/2" VHS, 15 min., 1986. Center for New Directions: Idaho State University, Pocatello ID, 83209. (208) 236-2454.

Profiles six women in nontraditional jobs: telephone installer, upholsterer, heavy equipment operator, law enforcement officer, business systems repairwoman and business owner.

Women At Work. Filmstrip and guide, 1981. Boston YMCA: EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.

Three women (repairer, engineer and painter) describe the challenges of their work and explain how they prepared for their careers.

Women At Work: Change, Choice, Challenge. 1/2" VHS, 3/4", or 16mm film, 19 min., 1977. Encyclopedia Britannica Educational Corp., 425 No. Michigan Ave., 10th Floor, Chicago IL, 60611. 1-800-558-6969. In IL: call collect (312) 321-7100.

Women in nontraditional jobs describe their work, attitudes and the barriers to success. Jobs shown include refinery workers, judge, surgeon, linesperson; includes women of color.

Women in Science series. 1/2" VHS, 3/4" U-Matic, 1/2" BETA I, or 1/2" BETA II, III, seven 30-minute programs and one 40-minute program. Agency for Instructional Technology, Box A, Bloomington IN, 47402-0120. 1-800-457-4509. In IN, HI, and AK call collect: (812) 339-2203.
The programs show more than 40 women who are scientists on the job. They discuss their work, career decisions, training, how they financed their education and how they meet the demands of a professional life while enjoying family and personal interests. Every program includes both professionals and students in the same field. The role models differ in age, education, ethnic background and geographic location.

Program I: **Biomedical Fields**--Careers for Women
Program II: **Chemistry**--Careers for Women
Program III: **Computer Science**--Careers for Women
Program IV: **Dentistry**--A Career for Women
Program V: **Engineering**--Careers for Women
Program VI: **Geosciences**--Careers for Women
Program VII: **Physics and Astronomy**--Careers for Women
Program VIII: **Scientific Careers for Women**--Doors to the Future

Women of Steel. 1/2" VHS, 3/4", or BETA, 28 min., 1985. Mon Valley Media. For classroom rentals: WMM Film Library, 449 West Main Street, Wycoff NJ, 07481. (201) 891-8240. For all other orders: Women Make Movies, Inc., 225 Lafayette Street, Suite 211, New York NY, 10012. (212) 925-0606.
Documentary on the experiences of three women in the steel industry. Unfortunately, their gains were short-lived. When the steel industry collapsed, all three were forced to return to traditional jobs.

VIDEOS--FOR MIDDLE AND SECONDARY SCHOOL STUDENTS

Career Choices in Vocational Education: Is This Job for Me? 1/2" VHS, 1987. Ohio Department of Education, Division of Vocational and Career Education. East Central Curriculum Network, Illinois Curriculum Center, Sangamon State University, F-2, Springfield IL, 62794. (217) 786-6375.
Interviews with nontraditional workers and vocational students; teachers, employers and parents. Depicts an auto mechanic, paramedic, carpenter and machinist who are each female; a nurse, dental assistant, cosmetologist and medical assistant who are each male.

Judge Me, Not My Shell. 1/2" VHS, or 3/4", 15 min., University of Vermont. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 220, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Seeks to reduce limits placed on learning and use of skills because of sex, race or ethnic discrimination; focuses on the

process of making judgments. Includes activities and selected readings.

Mythbusters. 1/2" VHS, 28 min., 1988. Project TIDE, Jersey City State College, Center for Occupational Education, 2039 Kennedy Boulevard, Jersey City, NJ 07305. (201) 547-3572.
High school students present and refute eight myths that discourage women from entering into nontraditional vocational education training. Focuses on young women of color.

No Laughing Matter: High School Students and Sexual Harassment. Filmstrip and tape, 25 min. Bureau of Educational Technologies, State Department of Education, 75 Acton Street, Arlington, MA 02174. (617) 641-3710.
Recommended for 7th-12th grade; tells the stories of three young women who encounter sexual harassment in school and includes discussions by teachers and administrators on how to prevent and eliminate sexual harassment.

Sarah the Welder. Videotape, 1983. Massachusetts Educational Television. State Department of Education, 75 Acton Street, Arlington, MA 02174. (617) 641-3710.
A high school student overcomes the prejudices of her boyfriend, teachers, parents and school administrators to be able to enroll in a welding class.

The Tap Dance Kid. 1/2" VHS, 49 min. (33 min. edited), 1979. Learning Corporation of America, 1350 Avenue of Americas, New York NY, 10019. 1-800-621-2131.
Depicts a family where both children have chosen nontraditional careers. The older sister wants to become a lawyer like her father, while her brother wants to be a dancer on Broadway.

Vocational Schools Today. 16mm film, 15 min., 1978. Middlesex County Vocational and Technical Schools, Dr. J. Henry Zanzolari, Superintendent, P.O. Box 220, 112 Rues Lane, East Brunswick, NJ 08816. (201) 257-3300.
Shot in local vocational schools in Middlesex County, this film shows girls and boys in nontraditional programs and the attempts that have been made to break traditional barriers.

VIDEOS--FOR DISABLED STUDENTS/CLOSED CAPTIONED

Ready, Willing and Able To Be Independent. 1/2" VHS, 28 min. Vocational Studies Center at the University of WI-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison WI, 53706. (608) 263-3679.
Addresses the obstacles facing disabled women entering the work force. Of particular interest is Peggy who wants to change from office work to architecture.

Science Abled: Good Minds at Work. 1/2" VHS, 40 min. Science Abled Project, B322 School of Dentistry, University of Michigan, Ann Arbor MI, 48109. (313) 763-3337.
Profiles seven scientists with physical, vision, hearing and/or speech impairments as role models. A resource manual is available at extra cost.

Science Abled: Return on Equity. 1/2" VHS, 30 min. Science Abled Project, B322 School of Dentistry, University of Michigan, Ann Arbor MI, 48109. (313) 763-3337.
Interviews with disabled scientists and technologists as well as employers, supervisors and co-workers. Focuses on and answers the concerns of employers regarding disabled workers in science and technology.

VIDEOS--FOR TEACHERS/COUNSELORS (see also, FOR PARENTS)

Everybody's Different. 16mm film, 28 min., 1981. Icarus Films, 200 Park Avenue South, Suite 1319, New York NY, 10003. (212) 674-3375.
Highlights the crucial role of career and guidance counselors in determining the future paths of women. Students are encouraged to explore both traditional and nontraditional career choices.

The Feminine Mystique. 1/2" VHS or 3/4", 30 min. New York City Board of Education. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Explores the advantages women experience when they have more career options.

Follow Your Dream. 1/2" VHS. YWCA of the U.S.A., Leadership Development Center, 9440 North 25th Avenue, Phoenix, AZ, 85021. (602) 944-0569.
Promotes career planning for young women; racially diverse.
***For purchase only (under $30).

Jobs for the '80s: Where the Opportunities Are. Six filmstrips and cassette tapes and guide, 1981. Guidance Associates, Mount Kisco NY. (914) 666-4100.
Examines a variety of jobs and procedures for predicting job markets; reviews training required for specific jobs within a broad career field.
***For purchase only.

Joy of Choosing. 1/2" VHS or 3/4", 30 min. University of Minnesota. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Introduces a variety of men and women, including several female scientists, who discuss career influences.

The Masculine Mystique. 1/2" VHS or 3/4", 30 min. New York City Board of Education. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Reminds students that sex bias works both ways.

Men: Choices and Change. 1/2" VHS or 3/4", 30 min. University of Minnesota. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Shows how sex role expectations have limited men's development; proposes remedies.

Sexism, Stereotyping and Hidden Values. 16mm film and 1/2" VHS, 29 min., 1978. Films Incorporated, 5547 N. Ravenswood, Chicago IL, 60640. (312) 878-2600, ext. 43.
Sexism and other forms of stereotyping are examined in several classrooms. Viewers develop the ability to recognize and avoid the unconscious bias present in materials and statements.

Stale Roles and Tight Buns. 1/2" VHS, 23 min., 1986. O.A.S.I.S., 15 Willoughby Street, Brighton MA, 02315. (617) 782-7769.
Exploring images of sex role stereotyping in newspapers, magazines, movies and on TV allows the audience to see the subtlety and continuation of sex role myths and expectations.

Women in Management: Threat or Opportunity? 16 mm film, 30 min., 1975. CRM/McGraw Films, 110 15th Street, Del Mar CA, 92014. (714) 453-5000.
This film uses a cartoon figure to express the concerns of workers in a lumber company about the movement of women into management. The concerns of both men and women over issues of ambition, the home and the family are presented.

VIDEOS--FOR PARENTS

Identifying Racism in Children's Books/Identifying Sexism in Children's Books. Filmstrips and audio cassettes, 14 min., 1978. Council on Interracial Books for Children, Racism/Sexism Resource Center, 1841 Broadway, New York NY, 10023. (212) 757-5339.

These filmstrips offer criteria to help parents and teachers identify both obvious and subtle messages received by children through books. By eliminating racist and sexist messages, books with positive values and role models can be chosen.

It's Her Future, 16mm film, 1/2" VHS, or 3/4", 18 min., 1980. Pennsylvania Commission for Women. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Through discussions with women in nontraditional careers, girls and their parents are introduced to vocational education choices. The film stresses the fact that most women will work in the labor force for 25 to 30 years and provides information on the benefits and barriers to women pursuing nontraditional careers.

BOOKS

Bridges of Respect: Creating Support for Lesbian and Gay Youth. A resource guide from the American Friends Service Committee, 97pp, 1988. Community Relations Division, 1501 Cherry Street, Philadelphia, PA 19102.
Written for parents and adults who work with youth in order to replace the harmful effects of homophobia (fear and hatred of people who are gay and lesbian) with affirmation of the intrinsic dignity and worth of every person; lists other resources.

CHOICES: A Teen Women's Journal for Self-Awareness and Personal Planning. Mindy Bingham, Judy Edmundson, and Sally Stryker, 240 pp, 1984. Advocacy Press, P.O. Box 236, Santa Barbara CA, 93102.
A workbook for teen-aged women to prepare them to be independent and self-reliant adults. Encourages women to view all of the options and not rely on out-dated stereotypes. Also in the series:

- **CHALLENGES: A Young Man's Journal for Self-Awareness and Personal Planning.**
- **CHANGES: A Woman's Journal for Self-Awareness and Personal Planning.**
- **Mother-Daughter Choices Program.** Mindy Bingham, Lari Quinn and William P. Sheehan. A six-week program for 6th-grade girls and mothers to encourage communication and to help build girls' capacities to become economically independent.

Displaced Homemakers: Vo-Tech Workshop Guide. Janice Obermiller, 310 pp. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. (800)225-3088. In MA: (617) 969-7100.

Helps women regain confidence through a series of self-image assessments, retraining activities and other exercises.

Films & Videos About, For, and By Women Catalog. Penn State Audio-Visual Services, Special Services Building, University Park PA, 16802. 1-800-826-0132.
A catalog of films and videos, some with a nontraditional focus.

Future Shares: Strategies for Increasing Sex-Fair Educational Practices in Nontraditional Training Courses. 4-vols, 1984. Massachusetts Vocational Curriculum Resource Center, 758 Marrett Road, Lexington, MA 02173. (617) 863-1863. In MA: 1-800-362-4371.
Designed to assist vocational teachers in coping with changes required when nontraditional students enroll in their classes.

Futures Unlimited: Expanding Choices in Nontraditional Careers. 2 vols., 1985. Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus, building 4090, New Brunswick, NJ 08903. (201) 932-2071).
A handbook for planning career conferences for middle and high school girls.

Handbook for Achieving Sex Equity Through Education. Edited by Susan S. Klein. Johns Hopkins University Press, 701 West 40th Street, Suite 275, Baltimore MD, 21211.
Addresses virtually all important education-related sex equity issues, ranging from the need for institutional change in the visual arts curriculum to the kinds of programs required to meet the special needs of minority, gifted, rural and adult women.

How Women Find Jobs: A Guide for Workshop Leaders. Dr. Vera Norwood, 280 pp. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Helps employment counselors set up practical, effective workshops for women entering or re-entering the work force. Contains worksheets in both Spanish and English.

Life Skills for Women in Transition. Margaret Hunt, 215 pp. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Encourages women to take control of their own lives and become stronger and more confident. Provides special support and understanding for women with limited English. A 44-page workshop guide is also available.

The Little Tradeswomen Coloring Book, Tradeswomen, Inc., P.O. Box 40664, San Francisco CA, 94140.
A coloring book for girls that introduces them to the idea of nontraditional work.

National Women's History Project Catalog. P.O. Box 3716, Santa Rosa CA, 95402.
A catalog of books, films, posters and assorted miscellany relating to women's history; for grades K through adult.

The Neuter Computer: Computers for Girls and Boys. Jo Shuchat Sanders and Antonia Stone, 265 pp., 1986. TNC Order, Women's Action Alliance, 370 Lexington Ave, Room 603, New York NY, 10017. (212) 532-8330.
A guide for educators, education policy makers, parents, students and teachers or trainers which introduces the problem of the computer gender gap and supplies strategies for equality. Many of the activities in the book do not require the use of a computer.

The Nuts and Bolts of NTO: How to Help Women Enter Nontraditional Occupations. Jo Shuchat Sanders, 204 pp., 1986. N and B Order, Women's Action Alliance, 141 Fifth Avenue, 8th Floor, New York NY, 10010. (212) 532-8330.
A guidebook to help recruit, train and place women in nontraditional occupations.

Options: A Career Development Curriculum for Rural High School Students. Dr. Faith Dunne, 8 units. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Through role playing, case studies, classroom discussions, activities and other exercises, this curriculum focuses on the problems faced by young, rural students--especially females.

Pioneering Programs in Sex Equity: A Teachers Guide. Amanda J. Smith and Charlotte J. Farris, 60 pp., 1982. American Vocational Association, 1410 King Street, Alexandria VA, 22314. (703) 683-3111.
A guidebook to help teachers, counselors and administrators expand their sex equity behavior in the classroom; includes suggested classroom activities.

Placing Rural Minority Women in Training Situations for Nontraditional Jobs. Alice Paris, 34 pp. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
This guidebook addresses the needs of low-income, rural, women of color with the goal of increasing their potential in the labor market by linking them with nontraditional job opportunities. Includes a helpful list of agencies and resources and outlines

valuable strategies for identifying and developing local nontraditional career opportunities.

Project SCOPE (Support for Co-Educational Occupational Programs in Education). Series, 1981. Massachusetts Vocational Curriculum Resource Center, 758 Marrett Road, Lexington, MA 02173. (617) 863-1863. In MA: 1-800-362-4371.
Handbooks of activities for support groups for vocational students in nontraditional programs.

Sex Equity in Education: Reading and Strategies. Edited by Anne O'Brien Carelli, Ed.D., 374 pp., 1988. Charles C. Thomas, Publisher, 2600 South Street, Springfield IL, 62794.
Designed to encourage educators to weigh facts, personal values and experiences and to determine what activities can be carried out to eliminate sex role stereotyping, sex bias and sex discrimination.

Sexual Harassment on Campus and Developing Sexual Harassment Grievance Procedures on Campus. Connecticut Women's Educational and Legal Fund, 22 Maple Avenue, Hartford, CT 06114.
Two publications which discuss what sexual harassment is and how it affects women students; assists campuses in writing internal procedures, includes bibliography.

Single Mother's Resource Handbook. Annette Fernando and David Newbert, 53 pp. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
An innovative program to help single mothers develop a positive self-image, recognize available alternatives, better express their needs and feelings and use problem-solving skills.

Trabajamos: A Bilingual/Multicultural Career Awareness and Language Enrichment Program. Renee Z. Sherman and Margot Vasquez de Benario. EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
Two self-contained kits (one in Spanish and one in English) with a teacher's guide, career posters, classroom activities and evaluation materials; designed for elementary, bilingual classes.

Tradeswomen Magazine. Tradeswomen, Inc., P.O. Box 40664, San Francisco CA, 94140.
A national publication for women working in nontraditional blue-collar jobs.

What's It Like to Work with Computers?
What's It Like to Be a Technician? and
Take It from Us: You Can Be an Engineer. General Electric Publications, General Electric Company, Educational Communications Programs, Fairfield CT, 06431.
A series of booklets about careers in technical fields. The first two show ethnically diverse women and men, while the third focuses exclusively on opportunities for minority groups.

WINC Curriculum Guide. Women's Bureau of the U.S. Department of Labor, 1984. Superintendent of Documents, Government Printing Office, Washington DC, 20402. (202) 523-8913.
A full curriculum for high school students on women in nontraditional work.

Women Make Movies Catalog. 225 Lafayette Street #212, New York NY, 10012. (212) 925-0606.
A national media organization devoted to the production, promotion and distribution of films and videotapes by women.

You Can Do It. Series, 1983. Massachusetts Vocational Curriculum Resource Center, 758 Marrett Road, Lexington, MA 02173. (617) 863-1863. In MA: 1-800-362-4371.
Guides, fact packs and posters with techniques for recruiting black, Hispanic, limited English-proficient, disabled, female and male students into nontraditional programs; available in several languages.

POSTERS

Career Posters. General Electric Company, Educational Communications Division, Career Posters, Fairfield CT, 06431.
A continually updated series of posters relating to a wide variety of careers--shows both men and women in nontraditional careers; multi-ethnic.

Dropping Math? Say Goodbye to 82 Jobs. Clarke Irwin & Company, Limited, 791 St. Clair Avenue, West, Toronto, Ontario, Canada, M6C 1B8.
A poster designed to encourage females to continue taking math.

Futures Unlimited: Real People, Real Jobs. 10 posters, 1985. Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus, Building 4090, New Brunswick NJ, 08903. (201) 932-2071.
Women in technical and vocational jobs: engineering shop technician, landscaper, apprentice electrician, television technician, others; multi-ethnic.
Just Between Sisters: Minority Women in Technology. 10 color posters. Consortium for Educational Equity, Rutgers, The

State University of New Jersey, Kilmer Campus, Building 4090, New Brunswick, NJ 08903. (201) 932-2071.
Posters feature young, determined black and Hispanic women working in technological jobs, including aircraft technician, police officer, train master, sheet metal worker apprentice.

A Matter of Pride: Twenty Posters and Biographies on Women in History and in Nontraditional Careers, Organization for Equal Education of the Sexes, 438 Fourth Street, Brooklyn NY, 11215, (718) 788-3478.
Depicts a variety of women from history and in various work situations.

Men in the Nurturing Role. Catalog Orders, Women's Action Alliance, 370 Lexington Avenue, Room 603, New York NY, 10017, (212) 532-8330.
Eight 8" x 10" photos of men and children.

TABS Aids for Equal Education Posters. OEES, Department 60P, 438 Fourth Street, Brooklyn NY, 11215.
Inexpensive posters about women's achievements, nontraditional careers and changing roles.

To Get Her On Line. Free poster, Project S.E.E. (Sex Equity in Education), Department of Education, 721 Capitol Mall, Sacramento CA, 95814.
Shows multi-ethnic children in grades K-12, especially females, at the computer.

What's It Like to Be an Engineer? 6 posters and guides, 1982. General Electric, Department G-3, Fairfield CT, 06431.
Posters depict young, minority and white, female and male engineers in everyday work situations using skills such as problem solving, mathematics, and creative thinking. Eye-catching and interesting.

EDUCATIONAL EQUITY ORGANIZATIONS AND RESOURCE CENTERS

Sex Equity Coordinator. Sex Equity Coordinator, Department of Education or Public Instruction, address of your state capital.
Under the current Vocational Educational Act, funding for sex equity projects is avaliable. Your state's Sex Equity Coordinator can recommend funding sources, training materials, trainers and other resources.

Computer Education Coordinator. Computer Education Coordinator, Department of Education, address of your state capital.
Most state Departments of Education have a computer coordinator who will know about resource centers in your state providing computer instruction, software, preview opportunities and other computer-related services.

The Association for Women in Science Bibliography. 2401 Virginia Avenue N.W., Suite 303, Washington DC, 20037. (202) 833-1998.
A list of books, articles, pamphlets, films, posters, and other curricular materials which promote the entrance of females into the science fields.

Educational Equity Options Project. Wider Opportunities for Women, Inc., 1325 G Street N.W. (LL), Washington, DC 20005. (202) 638-3143.
A seven-step process for building institutionalized educational equity; field-tested at 10 sites around the country. Resource material and training available.

Equals. Lawrence Hall of Science, University of California, Berkeley, CA 94720. (415) 642-1823.
Focuses attention on making mathematics, computers and the natural sciences more accessible for girls, women and minority groups.

PEER (Project on Equal Education Rights) of the NOW Legal and Education Fund. 99 Hudson Street, 12th Floor, New York, NY 10013. (212) 925-6635.
Provides information to parents, community groups and educators on sex equity in elementary and secondary schools.

WEEA Publishing Center. Educational Development Center, 55 Chapel Street, Suite 200, Newton MA, 02160. 1-800-225-3088. In MA: (617) 969-7100.
A catalog of products developed by grants from the U.S. Department of Education through the Women's Educational Equity Act; contains written and video materials for grades K through adult.

Desegregation Assistance Centers.
Funded by the Civil Rights Act of 1964, the following 10 regional Desegregation Assistance Centers provide needs assessment services, technical assistance, training, and resources to public schools in the areas of sex, race and national origin. All services are free.

Region A: CT, ME, MA, NH, RI, VT
Raymond Rose, Acting Director
The Network
The New England Center for Equity Assistance
290 South Main Street
Andover, MA 01810
(617) 470-1080

Region B: NJ, NY, PR, VI
Lamar Miller, Director
Equity Assistance Center (EAC)
New York University--Metro Center
School of Education, Health, Nursing & Arts
Professions
32 Washington Place, Suite 72
New York, NY 10003
(212) 998-5100

Region C: DE, DC, MD, PA, VA, WV
Sheryl Denbo, Director
Mid-Atlantic Center for Equity
The American University School of Education
4400 Wisconsin Avenue N.W.
Washington, DC 20016
(202) 885-8517

Region D: AL, FL, GA, KY, MS, NC, SC, TN
Gordon Foster, Director
University of Miami
School of Education and Allied Professions
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-3213

Region E: IL, IN, MI, MN, OH, WI
Percy Bates, Director
Center for Equity
University of Michigan School of Education
1033 School of Education Building
Ann Arbor, MI 48109
(313) 763-9910

Region F: AR, LA, NM, OK, TX
Gloria Zamora, Director
Intercultural Development Research Association
5835 Callaghan Road
Suite 350
San Antonio, TX 78228
(512) 684-8180

Region G: IA, KS, MO, NE
Shirley McCune, Director

McRel Equity Center
Mid-Continent Regional Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112
(816) 765-2401

Region H: CO, MT, ND, SD, UT, WY
Dianne Siegfried, Director
Mountain West Educational Equity Center
Weber State College
3750 Harrison Boulevard
Ogden, UT 84408
(801) 626-6650

Region I: AZ, CA, NV
Harriet Doss Willis, Director
Southwest Regional Laboratory for Education
Research and Development
ARC Associates
4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-7661

Region J: AK, HI, ID, OR, WA and American Samoa, Guam,
Northern Mariana Islands, Pacific Trust
Territories
Ethel Simon-McWilliams, Director
Center for Equity
Northwest Regional Educational Laboratory
101 S.W. Main Street
Suite 500
Portland, OR 97204
(503) 295-0211

The National Network for Curriculum Coordination in Vocational and Technical Education.

These centers will provide educators with curriculum materials and assist in the development of curriculum and instructional materials.

Region I: CT, ME, MA, NH, NJ, NY, RI, VT
Martha Pocsi, Director
Northeast Curriculum Coordination Center
Cambridge Park School
Crest Way
Aberdeen, NJ 97747
(201) 290-1900

Region II: AL, FL, GA, MS, NC, SC, TN
Jimmy McCully, Director
Southeast Curriculum Coordination Center
Mississippi State University

P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510

Region III: DE, DC, IL, IN, MD, MI, MN, OH, PA, VA, WV, WI
Rebecca S. Douglass, Director
East Central Curriculum Coordination Center
Sangamon State University, F-2
Springfield, IL 62794
(217) 786-6375

Region IV: AR, IA, KS, LA, MO, NE, NM, OK, TX
Joyce Sawatzky, Director
Midwest Curriculum Coordination Center
1500 W. 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Region V: AK, CO, ID, MT, ND, OR, SD, UT, WA, WY
Bill Daniels, Director
Northwest Curriculum Coordination Center
Old Main, Room 478
St. Martin's College
Lacey, WA 98503
(206) 438-4456

Region VI: AZ, CA, HI, NV
Lawrence F. H. Zane, Director
Western Curriculum Coordination Center
College of Education
University of Hawaii
1776 University Avenue
Wist 216
Honolulu, HI 96822
(808) 948-7834

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